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Higher education:

international trends, 1960 - 1970

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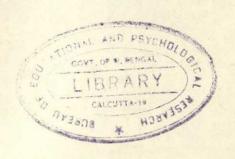
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Higher education:

international trends, 1960 - 1970

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The series of Unesco Statistical Reports and Studies is designed to examine methodological problems in regard to statistics in education, science and culture and to analyse the major trends in these subject fields.

This study (No. 19) is an analysis of the main trends in the quantitative development of higher education during the last decade. It concerns more specifically trends in numbers of students and graduates. It contains, in addition to a statistical study for each continent or world region, statistical tables setting out the main data collected by Unesco over several years

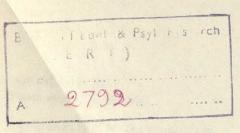
It is hoped that this study will serve as a reference source for those interested in higher education trends. The study was prepared by the Unesco Office of Statistics, which wishes to thank the Member States of the Organization, and more especially, the National Commissions for Unesco and the national statistical services, for their valuable co-operation.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Unesco Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of its frontiers. The names used for countries and territories are those which were in force when this report was prepared.

CONTENTS

T 1 2 3						Page	
Introduction	W.			0 17, SN	n 21yoga S	5	
General trends	EX .	2.1	DIF LINE	al anala	ting team	X	
Statistical studies					distribution of		
Africa				du mad		13	
Latin America					te rosio si	I S I'm bires	
Northern America					Augus 1		
			HEWAYS TO			57	
Asia			2004	100 100	mirene de	63	
Europe		120	195 (85) 6			85	
Oceania							Linestor over seworal, y
Statistical tables		1			3 10 E	109	
0.00				2 000040	COLD TONE	115	
Teaching staff and atudant			7025				

Teaching staff and students by type of institution Distribution of students by field of study Distribution of graduates by field of study Distribution of graduates by stage of diploma Distribution of graduates by stage of diploma and by field of study



PURPOSE OF THE STUDY

in those where tenchers are trained at entwently, critical Higher education is assuming an increasingly important rôle not only in the education system but in the whole life of nations insofar as it must respond to the new demands arising from the rapid transformation of the world, to the needs of society and to the desire of individuals for culture. In many countries this concern has been reflected in an increased diversification of this education and a rapid rise in student enrolment, while in others there is growing evidence of a relatively intensive drive to ensure its development.

The Unesco Office of Statistics, responsible for the collection of educational data at the international level, has thus been able to analyse some statistical aspects in the development of higher education throughout the world. In doing so the first aim has been to present statistical studies separately for each continent or region: Africa, Asia, Europe, Latin America, Northern America, and Oceania. Insofar as this is possible, a common pattern has been adopted for these studies so that the reader may compare the main trends, though these are also discussed in a special section devoted to this purpose.

The second aim has been to publish the greater part of the statistical data concerning higher education which have been collected over a number of years. Since the Unesco Statistical Yearbook, because of limited space, contains only data covering a period of a few years, preparation of a report extending over a longer period was indispensable. Before preparing this study, the Office has thus carried out an extensive review of the available statistical data so as to ensure their comparability and compatibility. Data presented in this report which differ from the corresponding data for the same year given in editions of the Statistical Yearbook earlier than 1973 should be taken to reflect revisions made as a result of the receipt of further information.

This study deals essentially with numbers of students and graduates. Although the statistical tables show some data concerning teachers, these have not been analysed.

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Higher education

could be noted that not all con-According to the Recommendations concerning the International Standardization of Educational Statistics, education at the third level (or higher education) is education "which requires, as a minimum condition of admission, the successful completion of education at the second level, or evidence of the attainment of an equivalent level of knowledge". Data generally refer to all categories of public and private institutions of education at the third level whether or not they confer university degrees. Under this definition higher education is classified according to the following types:

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- (a) education provided in universities and equivalent institutions leading to the award of a degree;
- (b) teacher training provided in non-university institutions;
- (c) other education provided in non-university institutions.

As far as possible, these statistics include both full-time and part-time students. Evening courses providing recognized third-level education have been included. Although as a general rule these figures do not cover correspondence courses, they do include them in certain well-defined cases (indicated by a note) in which such courses provide recognized third-level education. In point of fact, these are courses leading to the same degrees and diplomas as intra-mural studies.

The new International Standard Classification of Education (ISCED) being prepared by Unesco provides a better insight into the complexity of present higher education systems, particularly by the distinction made between three stages in higher education studies. As regards student enrolment, however, this classification was not yet being used for the collection of statistics relating to the period covered in this report.

Graduates

Students graduating are classified according to "stage diploma", i.e. the level of the qualification obtained:

- Stage A: Diplomas and certificates not equivalent to a first university degree.
- Stage B: First university degrees or equivalent qualification.
- Stage C: Degrees awarded to persons who already possess a first university degree or equivalent qualification.

Although student enrolment has been analysed globally, it became evident that, as far as these qualifications are concerned, each of the three levels had to be taken separately.

Data contained in the statistical tables are also presented in accordance with this classification with the exception of one table which shows the total number of graduates irrespective of the different levels of qualifications obtained.

It should be noted that not all countries have been able to adhere rigidly to this classification and in the course of the analysis attention is drawn to certain difficulties in regard to the international comparability of these statistics. Since, furthermore, student enrolment is not broken down according to the type of degree or diploma towards which the student is working, it has not been possible to compare trends in the number of graduates and students by field of study.

Fields of study

"Field of study" relates to the student's main area of specialization. The fields of study and the subjects within each field are as follows:

Humanities: archaeology, history, languages, letters, library science, philosophy, psychology, theology and similar subjects.

Education: education, pedagogy (including subjects studied in teacher-training institutions at the third level), physical education.

Fine arts: architecture, drawing, music, painting, sculpture, speech and dramatic arts and similar subjects.

Law.

Social sciences: banking, commerce, diplomacy, economics, ethnology, geography, home economics, international relations, journalism, political science, public administration, social welfare, sociology, statistics and similar subjects.

Natural sciences: astronomy, bacteriology, biochemistry, biology, botany, chemistry, entomology, geology, geophysics, mathematics, meteorology, mineralogy, physics, zoology and similar subjects.

tage Engineering: applied science, construction, geodesy, metallurgy, mining, surveying, technology, textiles and similar subjects.

Agriculture: agronomy, dairying, fisheries, forestry, horticulture, rural science, veterinary medicine and similar subjects.

Strict application of this classification has not always been possible, since certain countries have not kept exactly to it. Even in such cases an effort has been made to ensure compatibility of the data for the period in question, while indicating that they are not comparable with data provided by countries which have kept to the classification. For example, the components of the "education" group may vary considerably from one country to another. In principle students classified under this head should be those receiving teacher education either in universities or in higher teacher training colleges. In certain countries, however, and more especially in those where teachers are trained at universities, students are classified according to the subjects they propose to teach and are placed, thus, under heads such as "humanities" and "natural sciences". The "education" group consists only, in this case, of students in pedagogy and future teachers of physical education.

A general tendency to classify architecture in the engineering sciences rather than the fine arts can also be observed.

It should be noted, furthermore, that for certain countries information regarding the distribution by field of study is available only for a proportion of students, generally limited to university enrolments.

Analysis of numbers of students and graduates by field of study is not designed to provide international comparison of the different distribution patterns which are, more often than not, linked with the structure and organization of higher education in the various countries; its purpose, rather, is to show trends in the relative importance of each field of study in each country.

Enrolment ratio b moisture listeners and because the only one

The proportion of higher education students in relation to the total population in the 20 to 24 year age-group has been used in this study, and has been termed the "enrolment ratio". However, final conclusions as to the enrolment level reached in the various countries should not be drawn from analysis of enrolment ratios calculated on this basis. As is shown in the case of several countries where information on the age pattern of the student population is available, a large proportion of students are recruited outside the 20 to 24 year age-group. The importance of the "enrolment ratio" consequently lies only in the fact that it provides an approximate basis for international comparison and it must not under any circumstances be confused with the real enrolment rates by age or age-group.

Academic year

The enrolment data refer, in general, to the beginning of the academic year; data concerning graduates, to the academic year during which the course leading to a degree: or diploma was completed and not to the year in which the degree or diploma was awarded. The years stated in the tables indicate the calendar year in which the academic vear begins.

In general, the analysis bears on three reference years (1960, 1965 and 1970) while the statistical tables contain data for 1960 and for all the years included in the period 1965-1970.

Regions covered

The analysis covers the following regions:

DT-BOKET

Africa Asia

Europe (including the USSR) hashart and a seasoning Latin America

Rough Tana Northern America: Canada and the United States of America Oceania

> South Africa and Southern Rhodesia have not been taken into consideration. Because of the lack of statistical data, the analysis also does not cover the People's Republic of China, the Democratic People's Republic of Korea and the Democratic Republic of Viet-Nam.

Developed countries are understood to mean all countries in Europe, the USSR, the United States of America, Canada, Japan, Israel, Australia and New Zealand, and the developing countries the rest of the world.

The following symbols are used in the tables:

- Magnitude nil or negligible
- 0 Magnitude less than half of unit employed ... Data not available
- * Provisional or estimated data

During the last decade the number of students enrolled in higher education has grown considerably. This remarkable expansion reflects the growing importance assumed by higher education in the various countries throughout the world.

In absolute figures the number of students rose from 11,600,000 in 1960 to approximately 26,850,000 in 1970, representing an average increase of 8.8% per annum. (Table 1). Growth was more rapid during the 1960-65 period, although this trend is not seen in all regions. From 1965 onwards a decline in this enrolment growth rate can be seen, more especially in Europe, but in Africa and Oceania as well. In Asia the slowing down

process is less marked, the rate bordering constantly on 10% per annum; in Northern America it has remained stable throughout the ten-year period. In Latin America, on the other hand, the number of students increased between 1965 and 1970 at a higher rate than during the preceding period (see also Fig. 1).

In relative terms there were 55 students per 10,000 inhabitants in 1960, 73 in 1965 and 97 in 1970 (Table 2). This ratio varies considerably, however, according to the regions in question and the discrepancy that existed in this respect between the developed and the developing countries in 1960 was not any less by 1970. In 1970 there were, thus, 35 students per 10,000 inhabitants in

Table 1 — Numbers of students enrolled in higher education and growth rates

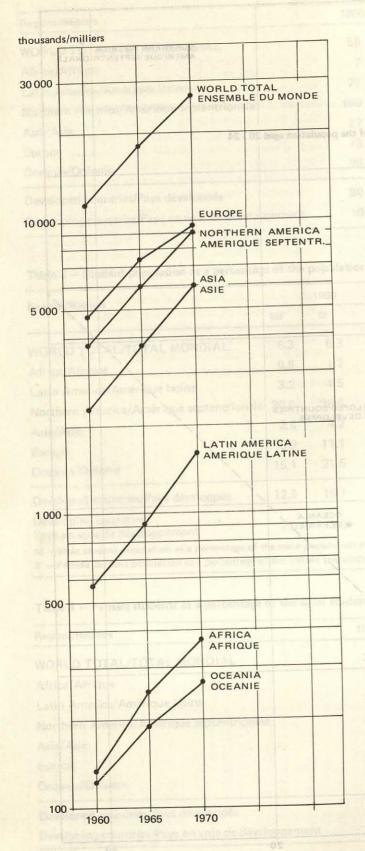
Regions/Régions	Number of st	udents/Nombre	d'étudiants	of growt		
WORLD TOTAL (TOTAL)	1960	1965	1970	1960-70	1960-65	1965-70
WORLD TOTAL/TOTAL MONDIAL Africa/Afrique	11 594 714	18.353 726	26 843 947	8.8	9.6	7.9
Latin America/Amérique latine	135 055	247 098	373 884	10.7	12.9	8.6
Northern America/Amérique septentrionale	569 151	914 078	1 614 790	11.0	9.9	12.1
Asia/Asie	3 778 908	5 890 425	9 140 130	9.2	9.3	9.2
Europe	2 295 797	3 731 289	5 943 943	10.0	10.2	9.8
Oceania/Océanie	4 690 874	7 380 138	9 502 270	7.3	9.5	5.2
Peveloped countries/Para 1/	124 929	190 698	268 930	8.0	8.8	7.1
Developed countries/Pays développés Developing countries/Pays en voie de développement	9 399 190	14 677 813	20 778 381	8.3	9.3	7.2
IOTE — The following source:	2 195 524	3 675 913	6 065 566	10.7	10.9	10.6

NOTE - The following countries are not included in the totals:

AFRICA: South Africa and Southern Rhodesia

ASIA: People's Republic of China, Democratic People's Republic of Korea and Democratic Republic of Viet-Nam.

Figure 1 — Total number of students



the developing countries as compared with almost 200 in the developed countries; striking differences may also be seen, however, between the regions that make up this latter group of countries by comparing the figures for Northern America with those of Europe. As the statistical studies below demonstrate, disparities in regard to the number of students per 10,000 inhabitants are sometimes very marked within a single region. During the decade the degree of scatter between countries has decreased, particularly in Latin America and, to a lesser extent, in Europe where it was already less marked in 1960. This trend is not seen either in Africa or Asia, where the degree of scatter is still extremely marked, due probably to the unequal development of higher education in the different countries. 1

A certain correlation can also be noted between, for example, the enrolment growth rate during the period 1960-70 and the number of students per 10,000 inhabitants in 1960, i.e. high growth rates between 1960 and 1970 are more frequently noted in countries where the number of students per 10,000 inhabitants was low in 1960 and vice versa. This correlation was fairly close in Latin America (r = -0.5) and a little less so in Asia (r = -0.4); in Europe it was very weak although if we consider growth rates between 1965 and 1970 and the student population as a percentage of total population in 1965, we obtain a stronger correlation (r = -0.4).

As it is not possible to calculate enrolment rates, the number of students has been related to the population in the 20 to 24 year age-group (Table 3) and the result termed the "enrolment ratio". The percentage calculated on this basis for 1970 has been compared in Figure 2 with that for 1960. In spite of the considerable growth in the number of students in the developing countries, they represent only 4.2% of the population in the 20 to 24 year age-group. In this sense the disparity in relation to the developed countries has continued to increase, as the latter countries have now achieved a ratio of 24.5% compared with 12,5% in 1960.

It will also be seen in Table 3 that enrolment is very unequal as regards sex. In 1970 the enrolment ratio (numbers of students as a percentage of the population in the 20 to 24 year age-group) was still at least twice as high for men as for women in three regions: Africa, Asia and Oceania. Admittedly, from this point of view, inequalities have been considerably reduced since 1960 although, in certain regions, this trend was more clearly marked between 1960 and 1965 than during the more recent period. As Table 4 indicates, in the developing countries the percentage of female students in the student population has grown very little between 1965 (29%) and 1970 (30%), in contrast to what was noted during the

^{1.} Scatter has been measured by the coefficient of variation which is the standard deviation divided by the arithmetic mean. Expressed as a percentage, this coefficient dropped, between 1960 and 1970, from 72 % to 49 % in Latin America and from 38 % to 34 % in Europe. In Africa and Asia it exceeds 100, the standard deviation being equal to or higher than the mean.

% 1960

Table 2 - Number of students per 10 000 inhabitants

Regions/Régions ald size se et moduré palle authoritants por	1960	ban ba 1965	1970	and, the starease in this percents onth students represented 4 %
groma revol. However, as the statistical study shows.	55	100 5 73	97	opulation in 1970. It should, hor
WORLD TOTAL/TOTAL MONDIAL Africa/Afrique	7	-raffib 9	flor Ion 12	out these dark, analysed globally, nees between the countries that r
Latin America/Amérique latine	27	37	57	
Northern America/Amérique septentrionale	190	275	500 402	ory considerable - as can the eff
water is also digitaling in many European, Asian and	27	admin m 34	48	
Altican countries: the same trend can be seen pick/sick medical sciences, more especially in Latin Amer, equipment	73	109	135	Exclisinges of students are at th
Oceania/Océanie lo oil no regions ou les oil alle oil anoper.	98	201111 134	000 002 9	he survey carried out by the Une sows that in 1970 there were son
Developed countries/Pays développés	99	19/00146	muoo m197	statismi notice education instituti
Developing countries/Pays en voie de développement	19	25	OM EI 28 35	can their own, which represents a cold student population. In Euro
sometimes of graduates by field of study and according	NYS EN			omerica the majority of students in the surrolled in other countries in the s

Table 3 — Student population as a percentage of the population in the 20 to 24 year age-group

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Regions/Régions	MF .	M	E FOR	MF	M	F (clos	MF	M	F
WORLD TOTAL/TOTAL MONDIAL	6.3	8.3	4.2	9.5	12.0	6.9	11.7	14.1	9.1
Africa/Afrique	0.8	1.3	0.2	1.0	1.7	0.4	1.4	2.2	0.6
Latin America/Amérique latine	3.2	4.5	1.9	4.5	6.0	2.9	6.7	8.6	4.8
Northern America/Amérique septentrionale	30.6	38.5	22.7	39.1	47.6	30.6	48.0	56.0	40.0
Asia/Asie	2.8	4.2	1.3	4.2	6.0	2.3	5.7	7.9	3.3
Europe 4 Regi	8.8	11.1	6.5	16.8	20.1	13.4	17.8	20.0	15.5
Oceania/Océanie	15.1	21.5	8.2	18.6	26.1	10.8	18.6	25.1	11.8
Developed countries/Pays développés	12.5	16.1	8.9	21.2	26.1	16.2	24.5	28.6	20.2
Developing countries/ Pays en voie de développement	2.0	3.0	1.0	3.0	4.2	1.7	4.2	5.7	2.5

1970 as against 27% in 1965. In Furque, on

Table 4 — Female students as a percentage of the total student population

Regions/Régions	1960	1965	1970
WORLD TOTAL/TOTAL MONDIAL	33	36	38
Africa/Afrique	16	19	22
Latin America/Amérique latine	30	33	35
Northern America/Amérique septentrionale	37	39	41
A : /A :-	23	27	28
Europe	37	39	43
Oceania/Océanie	26	28	31
Developed countries/Pays développés	35	38	41
Developing countries/Pays en voie de développement	25	29	30

M - Male student population as a percentage of the male population in the 20 to 24 year age-group

F - Female student population as a percentage of the female population in the 20 to 24 year age-group

previous period. In Asia the percentage was only 28% in 1970 as against 27% in 1965. In Europe, on the other hand, the increase in this percentage was very marked and women students represented 43% of the total student population in 1970. It should, however, be pointed out that these data, analysed globally, do not reflect differences between the countries that make up each of the regions in question. These differences can, at times, be very considerable — as can the efforts noted in many countries to achieve greater enrolment of women in higher education.

Exchanges of students are at times fairly considerable. The survey carried out by the Unesco Office of Statistics shows that in 1970 there were some 500,000 persons enrolled in higher education institutions in countries other than their own, which represents under 2% of the total world student population. In Europe as in Northern America the majority of students stuying abroad are enrolled in other countries in the same region. The number of African students studying abroad was relatively high (about 60,000), over half of these being in Europe and a good number in Northern America. These two regions are also the main poles of attraction for students from Latin America (80% of a total of 55,000 students studying abroad) and Asia (65% of a total of 210,000 students studying abroad) although exchanges among the countries in the latter region are on a comparable scale.

The distribution of students by field of study varies fairly widely from one country to another and data do not enable this distribution to be established at the regional level. However, as the statistical study shows, certain trends in this respect are discernible in many countries. For example, the relative importance of law is steadily diminishing in almost all countries, the decrease being very marked in Latin America. Another example is the percentage enrolment in teacher training which is also diminishing in many European, Asian and African countries; the same trend can be seen in the medical sciences, more especially in Latin America and Europe. In these two regions, on the other hand, the social sciences are assuming increasing importance.

In general terms, female enrolment is, in relation to other fields of study, higher in "education" (teacher training), humanities and medical sciences.

Analysis of graduates by field of study and according to the stage of degree or diploma obtained shows that in many countries the majority of stage A diplomas or certificates are granted in "education" (teacher training). As regards stage B degrees, generally the most numerous, their distribution by field of study reflects the same trends as the distribution of student population. Lastly, studies leading to stage C degrees are much more widespread in the developed countries and represent only a very small part of higher education in the developing countries.

I. NUMBERS OF STUDENTS ENROLLED

1. Trends in enrolment and in number of students per 10,000 inhabitants

2. Number of students in relation to the total population in the 20 to 24 year age-group

3. Distribution of student population by sex

4 Foreign students and enrolment ratio

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

1. Humanities, education and fine arts

2. Law and social sciences

3. Natural sciences

4. Engineering and agriculture

5. Medical sciences

6. Female students by field of study

III. GRADUATES

- 1. Trends in the total number of graduates
- 2. Distribution of graduates by field of study
- 3. Proportion of women graduates

EXPLANATORY NOTES

1. South Africa and Southern Rhodesia are not taken into consideration in this study.

2. The following symbols are used in the graphs:

				-22.2	20204	
ALG	Algeria	GHA	Ghana	MLI	Mali Mauritius and de	n
	Burundi	GUI	Guinea		Morocco	р.
	Cameroun	IVC	Ivory Coast		Nigeria	
CAF	Central African Republic	KEN	Kenya		Rwanda	
	Congo, People's Republic of	LES	Lesotho		Senegal	
	Dahomey	LIR	Liberia Libyan Arab Republic	SIL	Sierra Leone	
	Egypt, Arab Republic of	LIB	Madagascar	SOM		
	Ethiopia Waleugare	MLW	Malawi	SUD	Sudan	
GAB	Gabon	TATE AA				

TAN Tanzania

Zaire, Republic of

TOG Togo TUN Tunisia UGA Uganda

ZAI Zaire, R ZAM Zambia

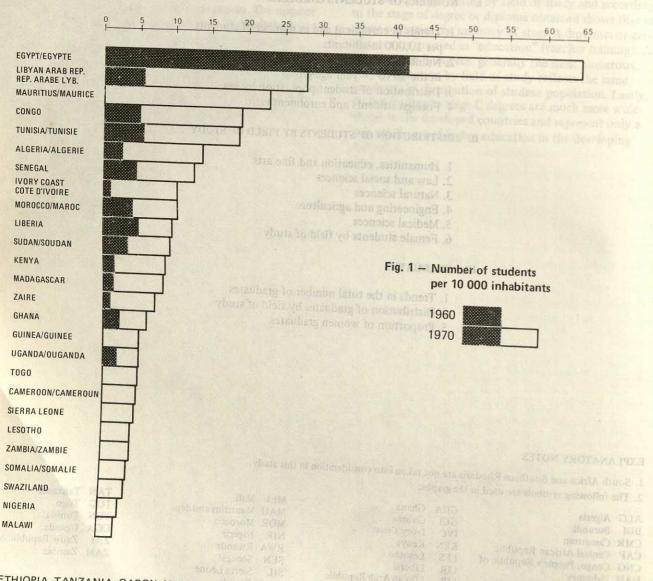
I. NUMBERS OF STUDENTS ENROLLED

1. Trends in enrolment and in number of students per 10,000 inhabitants

In many African countries it was not until after 1965 that higher education really began to develop or, at least, to diversify. If we look at Fig. 1, it will be seen that, with the exception of certain countries and of Egypt more particularly, the number of students per 10,000 inhabitants in 1970 is very low. In 1960 this number was even

lower (under 5) in all countries, Egypt standing out in very clear contrast to Africa as a whole.

As a result, the growth rate in student enrolment (Table 1), which was very rapid between 1960 and 1965, involves in many cases no more than a limited number of students. Although the effort made between 1965 and 1970 may have been more considerable as, contrary to the preceding period, students are now numbered in thousands, it is nonetheless true that the rate of student enrolment growth has greatly decreased in several countries. It is also true that in certain cases, in spite of the



ETHIOPIA, TANZANIA, GABON, MALI, BURUNDI, DAHOMEY, RWANDA, CENTRAL AFRICAN REPUBLIC and UPPER VOLTA: under 2 in 1970.

Table 1 — Average annual growth rates of enrolment in higher education of a linguistic state of the state of

Country/Pays	1960 - 1970	1960 - 1965	1965 - 1970
Algeria/Algérie	27.5	42.0	19.4
Burundi	32.5	46.3	19.9
Cameroon/Cameroun	23.0	33.0	16.1
Congo	17.1	22.4	12.0
Dahomey Dahomey	37.5	17.6	51.5
Egypt/Egypte	7.4	10.3	4.6
Ethiopia/Ethiopie	17.8	20.6	15.0
Gabon Gabon Laboratoria de la laboratoria dela laboratoria de la laboratoria de la laboratoria dela laboratoria de la laboratoria de la laboratoria dela laboratoria de	muchantsq.	_ ONLY 10	25.3
Ghana Washington Sandan	13.7	26.4	2.3
			39.3
Ivory Coast/Côte-d'Ivoire	29.2	36.8	22.0
The 2001 paswind alweig regulated and	25.3	26.3	24.4
TO SERVICE THE PROPERTY OF THE	9.2	7.3	11.2
Liberia	8.7	7.2	10.1
Libyan Arab Republic/Rép. arabe libyenne	21.8	21.5	22.1
Madagascar	22.6	33.2	12.8
Malawi	The Lot tops	00 - 071	60.5
Mali seo oco	28.7	12.7	39.4
Morocco/Maroc	13.2	14.0	12.3
Nigeria Sheathannea gafftarlaug	18.6	25.3	13.5
Rwanda	- yernet	84.4 — 0.4	27.7
Senegal/Sénégal	13.6	14.9	12.2
Sierra Leone	14.4	18.9	9.9
Sudan/Soudan	13.7		12.0
United Republic of Tanzania République-Unie de Tanzanie			30.3
Togo (A.1 Sa.0 somewall wife a ARP wife	togen Avita Repor	61 - E8	64.7
Tunisia/Tunisie	16.8	22.7	11.3
Uganda/Ouganda	10.2	3.3	17.6
Upper Volta/Haute-Volta	gover/Mayores	10,2 Mor	45.6
Zaire Republic/Rép. du Zaire	29.0	31.8	26.6
Zambia/Zambie	laps e i stru	12.7 Pwi	50.0
0.16 (0.16 0.50			

NOTE — Instead of 1960, the reference year is 1962 in Algeria, Dahomey and Mali, and 1961 in Cameroon, Kenya, Nigeria and Zaïre.

slowing down that has been noted, rates are, all the same, extremely high.

In order to have a clearer understanding of these rates, they should be analysed having due regard to what higher education represents in the different African countries (Table 2). The following observations can be made in this respect:

- (a) In Egypt which, from the point of view of higher education, is the African country with the highest enrolment figures, the slowing down in student enrolment growth has been very marked: 4.6% per annum between 1965 and 1970 as against 10.3% per annum between 1960 and 1965. The number of students per 10,000 inhabitants rose from 42 in 1960 to 65 in 1970;
- (b) In six countries (Libyan Arab Republic, Mauritius, Congo, Tunisia, Algeria and Senegal), the number of students per 10,000 inhabitants in 1970 varies between 13 and 28. In Mauritius a university was established only in 1969; in the Congo, Tunisia and Algeria, the annual growth rate in numbers of students fell away considerably between 1965 and 1970; in Senegal, the

Table 2 - Number of students per 10 000 inhabitants

Country/Pays	1960	1965	1970
Algeria/Algérie	2.5	6.8	13.9
Burundi	0.1	0.6	1.3
Cameroon/Cameroun	0.8	2.4	4.6
Central African Republic/Rep. centrafricain	е –	E.S.F	0.6
Congo	4.8	12.1	19.1
Dahomey	-	0.2	1.2
Egypt/Egypte	41.4	59.2	64.4
Ethiopia/Ethiopie	0.4	1.0	1.8
Gabon	_	0.5	1.4
Ghana	2.2	6.2	6.0
Guinea/Guinée	-	1.1	5.0
Ivory Coast/Côte-d'Ivoire	1.0	4.2	10.2
Kenya	1.5	3.3	8.5
Lesotho	1.9	2.5	3.9
Liberia	4.8	6.4	9.5
Libyan Arab Republic/Rep. arabe libyenne	5.4	11.9	27.8
Madagascar	1.4	5.2	8.3
Malawi	-	0.2	2.2
Mali	-	0.3	1.4
Mauritius/Maurice	1.2	1.3	22.9
Morocco/Maroc	4.0	6.8	10.2
Nigeria	0.9	1.9	2.6
Rwanda		0.4	1.1
Senegal/Sénégal	4.5	8.0	12.7
Sierra Leone	1.4	3.0	4.4
Somalia/Somalie	0.2	0.2	3.5
Sudan/Soudan	3.4	6.0	9.1
Swaziland		_	3.3
United Republic of Tanzania		0.5	1.5
République-Unie de Tanzanie			
Togo		0.4	4.8
Tunisia/Tunisie	5.4	12.9	18.9
Uganda/Ouganda	1.9	2.0	4.9
Upper Volta/Haute-Volta	- 	0.1	0.3
Zaire Republic/Rép. du Zaire	0.9	2.4	7.1
Zambia/Zambie	-	-	3.9

NOTE - Algeria: 1962 instead of 1960.

- slowing-down process is less apparent (12.2% per annum between 1965 and 1970 as against 14.9% per annum between 1960 and 1965) and, in Libya, the rate has remained stable at about 22% per annum;
- (c) In eight countries (Ivory Coast, Morocco, Liberia, Sudan, Kenya, Madagascar, Zaire and Ghana) the number of students per 10,000 inhabitants, fairly low in 1970, ranges from 6 to 10. With the exception of Liberia, growth rates extremely high between 1960 and 1965 have decreased during the 1965-1970 period. However, this falling off has been much more marked in Ghana (2.3% only per annum between 1965 and 1970 as against 26.4% per annum from 1960 to 1965), rates in other countries remaining at over 10% per annum;
- (d) In eleven countries (Guinea, Uganda, Togo, Cameroon, Sierra Leone, Lesotho, Zambia, Somalia, Swaziland, Nigeria and Malawi) there are fewer than 5 and over 2 students per 10,000 inhabitants. Only in Lesotho and Uganda has enrolment growth between 1965 and 1970 been greater than the rate during the 1960-1965 period. In certain countries (Togo, Zambia, Somalia,

Table 3 — Student population as a percentage of the population in the 20 to 24 year age-group (enrolment ratio).

3.43			
Country/Pays	1960	1965	1970
Algeria/Algérie	0.30	0.82	1.69
Burundi	0.01	0.07	0.15
Cameroon/Cameroun	0.10	0.28	0.54
Central African Republic/Rép. centrafricaine	-	-	0.07
Congo	0.54	1.37	2.15
Dahomey	-	0.02	0.13
Egypt/Egypte ,	4.70	6.77	7.41
Ethiopia/Ethiopie	0.05	0.11	0.21
Gabon	-	0.05	0.16
Ghana	0.24	0.73	0.72
Guinea/Guinée	- 0	0.12	0.58
Ivory Coast/Côte-d'Ivoire	0.11	0.47	1.18
Kenya	0.17	0.38	0.97
Lesotho	0.22	0.29	0.45
Liberia	0.56	0.73	1.09
Libyan Arab Republic/Rép. arabe libyenne	0.62	1.40	3.39
Madagascar	0.16	0.59	0.95
Malawi	_91	0.03	0.25
Mali S.Or	(4)0	0.04	0.16
Mauritius/Maurice	0.15	0.18	2.53
Morocco/Maroc	0.46	0.77	1.19
Nigeria De	0.10	0.24	0.30
Rwanda	gerryo	0.04	0.13
Senegal/Sénégal	0.50	0.90	1.46
Sierra Leone	0.16	0.35	0.50
Somalia/Somalie	0.03	0.03	0.38
oudan/Soudan	0.38	0.68	1.04
	CO STATE	0.00	0.37
Tanzania/Tanzanie	_	0.05	0.19
Togo	_	0.05	0.13
Tunisia/Tunisie	0.65	1.56	2.24
Uganda/Ouganda	0.21	0.22	0.57
Upper Volta/Haute-Volta	_	0.01	0.04
Zaire Republic/Rép. du Zaire	0.10	0.28	0.81
Zambia/Zambie	_	0.20	0.44
			0.44

NOTE - Algeria: 1962 instead of 1960.

Swaziland and Malawi) the growth rate is largely due to the recent setting up of higher education institutions;

(e) Lastly, the number of students per 10,000 inhabitants in 1970 was fewer than 2 in the following countries: Ethiopia, Tanzania, Gabon, Mali, Burundi, Dahomey, Rwanda, Central African Republic and Upper Volta.

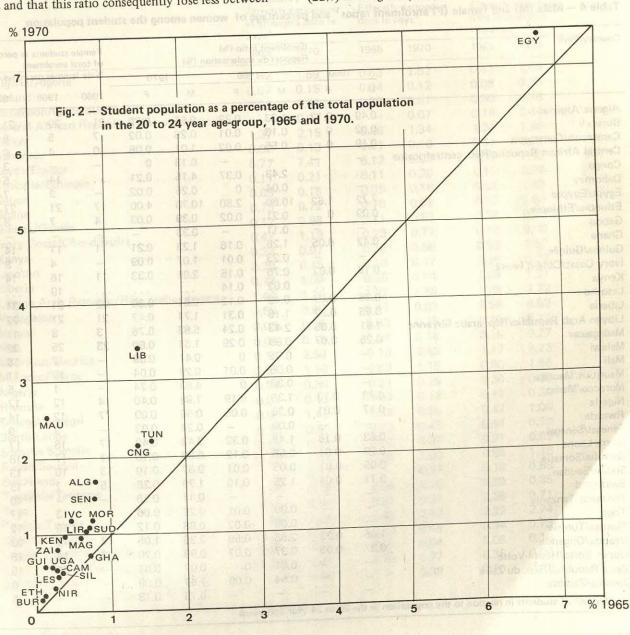
2. Number of students in relation to the total population in the 20 to 24 year age-group (enrolment ratio)

Table 3 shows the enrolment ratio as defined within the context of this study. It will be seen that in the majority of countries this ratio did not exceed even 1% in 1970. Egypt shows the highest ratio: 7.4% in 1970 as against 4.7% in 1960. It should be noted, however, that student numbers increased only slightly in Egypt from 1965 onwards and that this ratio consequently rose less between

1965 and 1970 than in the preceding period. Trends in this ratio in other countries during recent years are also shown in Fig. 2. The increase has been clearly marked in Mauritius and in the Libyan Arab Republic (3.4% in 1970 compared with 1.4% in 1965); in Tunisia and the Congo the ratio exceeded 2% in 1970 and, among the countries where it exceeded 1%, the increase was most noticeable in Algeria, Senegal and Ivory Coast.

5. Distribution of student population by sex

Female enrolment in higher education is, generally speaking, very low in Africa (Table 4). In 1970 the proportion of women in the total student population exceeded 20% in only seven countries: Swaziland (40%), Lesotho (34%), Madagascar (32%), Egypt (27%), Tunisia (23%), Liberia (22%) and Algeria (21%). At about the same time, the



corresponding figure was between 10% and 20% in 17 countries, including 6 (Senegal, Sierra Leone, Upper Volta, Ivory Coast, Togo and Mali) where it declined in comparison with 1965; the most marked increases were in Malawi and Sudan. In the ten other countries women represent less than 10% of total student numbers; their enrolment has increased in comparison with 1965 except in the Congo where, in 1970, it was only 5% as against 14% in 1965.

Table 4 also shows the enrolment ratio calculated separately for men and women, from which it can be seen that in 1970 enrolment in higher education was extremely unequal between the sexes. With the exception of Egypt and, to a lesser degree, Tunisia, the female enrolment ratio failed to reach 1% in any country whereas,

in the case of men students, it exceeded this figure in 16 countries. Although still marked in Egypt (10.7% for men and 4% for women) the difference between these two ratios has considerably decreased since 1965. In the Libyan Arab Republic the enrolment ratio was 5.8% for men in 1970 compared with under 1% for women; the discrepancy is very marked in the Congo and in Mauritius where male enrolment is twenty times higher than female enrolment.

4. Foreign students and enrolment ratio

In 1970, according to the survey carried out by the Unesco Office of Statistics, there were approximately 28,000 foreign students enrolled in various African countries.

Table 4 - Male (M) and female (F) enrolment ratios and percentage of women among the student population

Country/Pays	19	Ra	pport de so			970	of total	enrolmen	is percentage t ni les effecti
	M 19	F	M 19	F	M	F	1960	1965	1970
Algeria/Algérie	0.49	0.12	1.33	0.33	2.65	0.72	21	20	21
Burundi	0.02	0	0.13	0.01	0.28	0.02	7	5	6
Cameroon/Cameroun	0.19	0	0.55	0.02	1.01	0.08	0	4	8
Central African Republic/Rép. centrafricaine	-	_	_	_	0.13	0			3
Congo			2.43	0.37	4.15	0.21		14	5
Dahomey	_	_	0.04	0	0.25	0.02	_	3	7
Egypt/Egypte	7.72	1.62	10.60	2.80	10.70	4.00	17	21	27
Ethiopia/Ethiopie	0.09	0	0.21	0.02	0.39	0.03	4	7	8
Gabon			0.11	-	0.33	-	7	04	8
Ghana	0.42	0.05	1.28	0.16	1.23	0.21	11	11	14
Guinea/Guinée	N	_	0.23	0.01	1.07	0.09		4	8
Ivory Coast/Côte-d'Ivoire	0.19	0.02	0.76	0.15	2.01	0.09			
Kenya		0.02	0.62	0.13			11	16	14
Lesotho	0.36	0.09	0.49	0.14	0.61	0.20		19	12:
Liberia	0.85	0.22	1.15	0.12		0.30	22	21	34
Libyan Arab Republic/Rép. arabe libyenne	1.51	0.05	2.43		1.71	0.47	21	21	22
Madagascar	0.25	0.03	0.89	0.24	5.83	0.76	3	8	11
Malawi	0.23	0.07	0.05	0.29	1.31	0.60	23	25	32
Mali		aga_		0	0.41	0.09	-	7	18
Mauritius/Maurice			0.06	0.01	0.29	0.04	-	12	11
Morocco/Maroc	0.78	0.13	1.35	0	4.83	0.24	-	1	5
Nigeria	0.17	0.13		0.19	1.98	0.40	14	12	17
Rwanda	0.17	0.01	0.36	0.05	0.50	0.09	7	12	14
Senegal/Sénégal	0.83	0.18	1.48	-	0.24	0.03		3	9
Sierra Leone	0.29	0.18	0.58	0.32	2.43	0.49	17	18	17
Somalia/Somalie	0.05	0.01	0.05	0.12	0.83	0.16	11	17	16
Sudan/Soudan	0.71	0.04	1.25	0.01	0.67	0.10	13	10	13
Swaziland	-	0.04	1.25	0.10	1.79	0.28	5	7	13
Tanzania/Tanzanie			0.09	0.04	0.47	0.28		- 1	40
Togo			0.09	0.01	0.29	0.06	- MOM	13	17
unisia/Tunisie	1.06	0.22		0.02	0.98	0.12	7386	19	12
Jganda/Ouganda	0.37	0.22	2.56 0.37	0.56	3.39	1.05	17	18	23
Jpper Volta/Haute-Volta	0.07	0.05	0.37	0.07	0.93	0.20	12	14	18
aire Republic/Rép. du Zaïre			0.01	0	0.07	0.01	-	21	15
ambia/Zambie			0.54	0.03	1.57	0.09	-	5	6
Number of students in relation to the popula	LA PARTY		The state of the s	_	0.76	0.13	-	THE PARTY OF	15

Most of these students — over 13,000 — were in Egypt and represented 6% of the total number of students enrolled in that country. This proportion is particularly high in Ivory Coast and Senegal where foreign students represented in 1970 55 and 45% respectively of enrolment at Abidjan and Dakar universities. In certain countries higher education institutions are regional — or almost so — in character, either because several States share in their financing or because they exchange students on a considerable scale. This can be noted, for example, as between

Dahomey and Togo, between Kenya, Uganda and Tanzania and between Botswana, Lesotho and Swaziland.

The same survey discloses that a very large number of African students study abroad, over 50,000 in 1970. In certain countries, such as the Central African Republic, Dahomey, Gabon, Rwanda and Upper Volta, this represents the principal means of training highly qualified personnel.

Table 5 reveals the effect of these two factors — foreign students and students abroad — on calculation of the

Table 5 — Student population as a percentage of the total population in the 20 to 24 year age-group (enrolment ratio)

Country/Pays	students the cour Effectifs	and foreign enrolled in htry ¹ s nationaux gers dans le	National enrolled country ¹ Effectifs dans le p	nationaux	enrolled	and abroad nationaux bays et à
	101111111111		1965	1970	1965	1970
	0.82	1.69	0.63	1.52	0.81	1.68
Algeria/Algérie	0.07	0.15	0.04	0.12	0.08	0.25
Burundi	0.28	0.54	0.25	0.51	0.50	0.76
Cameroon/Cameroun	0.20	0.07	S. Neutin	0.07	0.18	0.44
Central African Republic/Rép. centrafricaine	1.37	2.15	0.86	1.34	1.24	1.86
Congo	0.02	0.13	0.01	0.10	0.41	0.61
Dahomey Envot/Envote		7.41	6.12	6.95	6.27	7.12
		0.21	0.11	0.20	0.15	0.28
Ethiopia/Ethiopie	0.11	0.16	0.05	0.16	0.52	1.53
Gabon	0.05	0.72	0.70	0.68	0.92	0.92
Ghana	0.73	0.72	0.11	0.57	0.38	0.73
Guinea/Guinée	0.12		0.23	0.72	0.39	0.90
Ivory Coast/Côte-d'Ivoire	0.47	1.18	0.23	0.86	0.69	1.23
Kenya	0.38 0.97		0.10	0.17	0.16	0.22
Lesotho	0.29	0.45	0.65	0.94	1.09	1.37
Liberia	0.73	1.09	1.32	2.88	1.88	3.72
Libyan Arab Republic/Rép. arabe libyenne	1.40	3.39		0.81	0.58	0.92
Madagascar	0.59	0.95	0.47	0.25	0.10	0.33
Malawi	0.03	0.25	0.03		0.18	0.27
Mali	0.04	0.16	0.04	0.16	1.17	3.23
Mauritius/Maurice	0.18	2.53	0.18	2.53	0.90	1.36
Morocco/Maroc	0.77	1.19	0.69	1.15		0.39
	0.24	0.30	0.21	0.29		0.39
Nigeria Rwanda	0.04	0.13	0.04	0.13	0.11	1.00
	0.90	1.46	0.34	0.85	0.47	0.70
Senegal/Sénégal	0.35	0.50	0.26	0.43	0.44	
Sierra Leone	0.03	0.38	0.02	0.37	0.21	0.63
Somalia/Somalie	0.68		0.66	1.00	0.86	1.18
Sudan/Soudan	8 6	0.37	114-	0.37	0.18	0.88
Swaziland	0.05		0.04	0.16	0.20	0.35
Tanzania/Tanzanie	0.05		0.01	0.31	0.38	0.71
Togo	1.56		1.42	2.12	2.32	2.74
Tunisia/Tunisie	0.22		0.13	0.44	0.34	0.73
Uganda/Ouganda	0.22		0.01	0.04	0.08	0.18
Upper Volta/Haute-Volta	0.01		0.25	0.77	0.35	0.86
Zaire Republic/Rép. du Zaire	0.20	0.44	SEE	0.39	0.10	0.48
Zambia/Zambie	4 9 4	9 8 6.17				

^{1.} As a % of the total population in the 20 to 24 year age-group.

Table 6 - Average annual growth rates of enrolment by field of study (as a %)

19 | 19 |

26.51 26.51 26.51 37. 37. 12.6 27.0 3.6 30.6 ed'Ivoire 45.8 18.3 - ublic. 15.12 19.14 ublic. 17.6 25.5 - 19.14 20.3	1965-70 1960-65 1965-70 18.9 11.3 2.0 39.3 0.8 8.3 - 13.4 1.2 - 50.6		1960-65 19 24 5 1 21.6 2 18.6 ² 29 -3	24.1 15.4 12.9 6.5.70 1960-65 1965-70 1960-65 1960-65 1960-65 1965-70 1960-65 1965-70 1960-65	27.5 27.5 27.5 27.5 2.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4	21.12 21.13.4 -3.6 20.7 8 48.5 14.7 19.3 3.6	12.9 21.5 2.3 8.7 14.7 21.7 21.7 21.7 21.7 21.7 21.7 21.7 21	15.5 4.0	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	ned from the first of the same of the same	1965-70 1960-65 1965-71 23.9 13.8 -1.9 12.6 4.4 13.8 -1.8 45.0 28.6 - 25.0 40.0 18.7	13.8
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26.51 3.7 3.7 12.6 27.0 3.6 30.6 e d'Ivoire 45.8 18.3 – 19.14 ublic. 17.6 25.5 – 5 19.14 – 11.6 15.4 – 1	203 0.26 0.19 201 0.16 0.16	-9.0 - 14.7 0.8 13.4	2010 8810 UTO	LAS CALL CALL	0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	13.4 20.7 48.5 19.3 36.3	21.5 21.5 2.3 -3.6 8.7 114.7 21.7 3.6			evols the effect of these	12.6	13.8
oun 36.2 3.7 3.7 12.6 27.0 3.6 30.6 27.0 3.6 30.6 27.2 19.14 ublic 17.6 25.5 – 5 libyenne 17.6 25.5 – 5 5.4 – 1	0.25 0.26 of 0.00 of 0	14.7			1 184 BATE	13.4 20.7 48.5 19.3	21.5 2.3 2.3 -3.6 8.7 14.7 21.7 4				12.6	4.45.
15.1 3.7 3.7 12.6 27.0 3.6 30.6 27.0 3.6 30.6 27.2 19.14 ublic 17.6 25.5 — Elibyenne 17.6 25.5 — Elibyenne 17.6 25.5 — Elibyenne 17.6 20.3	000 E00	14.7			134	13.4 20.7 48.5 19.3	2.3 -3.6 8.7 14.7 221.7 3.6				12.6	45.
3.7 3.7 12.6 27.0 3.6 30.6 27.0 3.6 30.6 27.2 19.14 ublic 17.6 25.5 – E 1ibyenne 17.6 25.5 – E 5.4 – 1	0.25	0.8			TABLE TABLE	13.4 20.7 48.5 19.3 36.3	8.7 8.7 14.7 21.7 3.6				12.6	45.
27.0 3.6 30.6 ed/lvoire 45.8 18.3 – 27.2 19.14 ublic 17.6 25.5 – 11byenne 17.6 25.5 – 20.3 20.3	ALD LOS	13.4			AU.U	20.7 48.5 19.3 36.3	8.7 14.7 21.7 3.6		6.5	13.8	dougs study 198	45.
ed'Ivoire 45.8 18.3 – 27.2 19.14 ublic 17.6 25.5 – 18.3 23.4 – 31.3 23.4 – 5.4	8.3 - 1.2 50.6			842 00	30.8	48.5 19.3 36.3	21.7		0.2	28.6	douts studies of the state of t	25.
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19.1* ublic libyenne 17.6 25.5 31.3 23.4 50.3	1.2	10.1		842	8.7	19.3	3.6	and less	7	40.0		18
ublic. libyenne 17.6 25.5 — 31.3 23.4 — 20.3 5.4	9.09			21.8	8.7	19.3	3.6	0				
31.3 23.4 - 20.3 20.3 5.4		00000		9	2.4	36.3	10.01	1	24.8		1	-
20.3	12.7 -	1		01	4		2:0	- 3	36.6 -9.1	61.8		8.9
5.74	13.0	1			8.50		-0.5	7	-2.3	20.2		30.4
The same of the sa	-0.5	5.1	13	3.6	11.2		12.3	1 10 10	13.3	20.8		14.5
Senegal/Sénégal 14.8 15.4 -	9.0	70	7.4 7.	7.0	18.0	5.2	2.6	- 21	8.4 24.5		in al	
Sierra Leone 16.8 11.2 27.9 3	39.2	0	0041	- 13.0	-13.4	1.5		41.7 22	22.6		1	1.4
Sudan/Soudan 13.2 17.4 28.0	-2.1 1.2	7.6	10.5 13,	3.4 25.0	13.2	7.8	11.3	2.1 8	8.8 5.1	12.6	5.6	15.2
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(1961, 1965, 1968) 24.0 6.7 36.0 -8 Uganda/Ouganda ⁶ 7.6 ⁷ 20.4 ⁴ 22.9	7.8 7.3	19.5	10.3 11.6	.6 32.0	21.0	20.0	14.0		- 13.9	31.0	31.0	16.3
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Zaïre 42.0 1	14.7	33.0	65.0	0.	36.0		31.0	3	31.0	13.3		29.0
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enrolment ratio. This ratio has been calculated in three different ways: the first column gives the total enrolment (national plus foreign students) in each country; the second colunn shows only nationals enrolled in their own countries; and the third colunn shows the total number of national students, including those abroad.

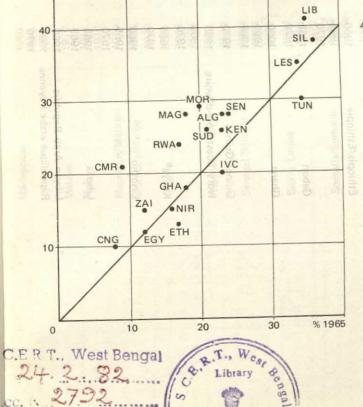
It is obvious that in countries where the proportion of foreign students is high the ratio calculated by taking into account only national students enrolled in their own country is noticeably lower than the overall ratio. This is the case, for example, with the Congo, Ivory Coast, Lesotho, Libya and Senegal. In many other countries, the enrolment ratio, extremely low if students abroad are disregarded, improves considerably when the latter are taken into consideration.

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

Table 6 sets out growth rates in enrolment by field of study for the majority of African countries. Certain countries do not appear, either because higher education has only recently been introduced or because the number of students is still low, so that analysis of growth rates would have very little significance. As Table 5 shows, these rates have been calculated, in preference, for the period 1965 to 1970.

Fig. 3 — Humanities — Percentage of students, 1965 and 1970

1970



On the other hand, the distribution of students by field of study, expressed as a percentage, is shown in Table 7 for all countries. The analysis covers the trends in this percentage between 1965 and 1970 in the majority of countries and between 1960 and 1965 for a few countries only. The graphs do not take into consideration all the percentages set out in Table 6 since, in certain countries, fields of study became diversified only towards 1970.

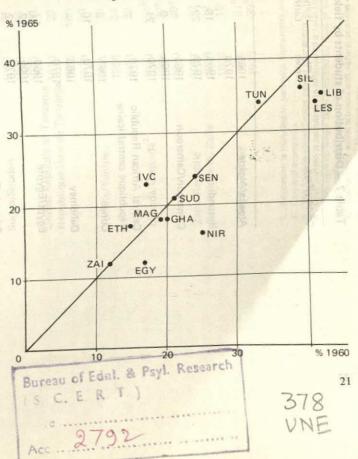
1. Humanities, education and fine arts

(a) Humanities

It will be seen from Figure 3 that in most countries the proportion of students in the humanities category increased between 1965 and 1970. The increase was particularly marked in Cameroon, Madagascar, Morocco and Rwanda; in the Lybian Arab Republic the percentage, already extremely high in 1965 (35%), rose to 41% in 1970.

It should, however, be noted that in almost all countries for which data are available for the whole decade, the relative importance of this category had decreased during the preceding period, i.e. between 1960 and 1965. As Figure 4 indicates, in fact, it increased only in Ivory Coast, Ethiopia and, to a lesser degree, in Tunisia. In the more recent period, however, from 1965 to 1970, the opposite tendency can be seen, In the other countries where the percentage of students in this category had not increased between 1965 and

Fig. 4 – Humanities –
Percentage of students, 1960 and 1965



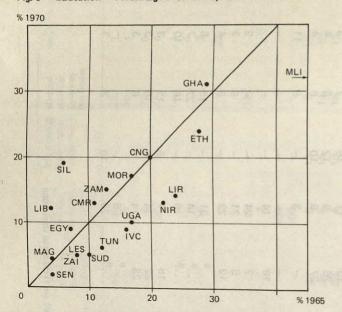
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Algeria/Algérie	1965		23		3	1	15	19	4	21	1
	1970		28			14	12	15	4	26	1
Burundi	1965	15		14	to I		27	9	1	22	9
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Cameroon/Cameroun	1961	10		2	49	942		1 5	1	n o	1
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	itre	ceased opera	ceased operations in 1968.	which firet-V	ear students (ons in 1968.	tal) are exi	cluded as sir	ice 1969			
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they have no longer been classified by field of study.
University of Nairobi only.
Humanities, social sciences and natural sciences are counted together.
University of Makerere only.
Social sciences are included with humanities. 8.7.6.5

Fig. 5 - Education - Percentage of students, 1965 and 1970



1970 (Egypt, Nigeria and Ghana) there is no increase either between 1960 and 1965.

(b) Education (teacher training)

In the Libyan Arab Republic and in Sierra Leone, the growth in student numbers between 1965 and 1970 was more rapid in "education" than in other fields of study. (See Table 6). It is, hence, only in these two countries that the percentage of these students has clearly increased (Figure 5): 12% in 1970 as against 4% in 1965 in the Libyan Arab Republic and 19% in 1970 as against 6% in 1965 in Sierra Leone. In all the other countries, the proportion has remained stable or has decreased.

Fig. 7 - Law - Percentage of students, 1965 and 1970

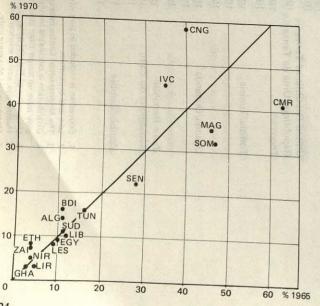
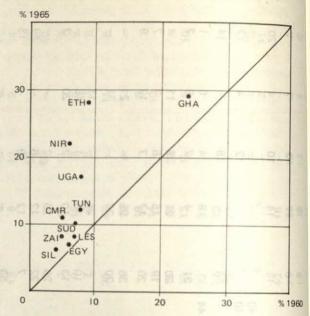


Fig. 6 - Education - Percentage of students, 1960 and 1965



It is interesting to note in Figure 6 that this percentage had, however, increased between 1960 and 1965 in all countries for which 1960 statistics are available. The increase was, in fact, very considerable in Nigeria, Ethiopia and Uganda; but these three countries are also characterized by a fall in the relative importance of this field of study when we compare the years 1970 and 1965.

It has already been pointed out in the introduction that as regards distribution by field of study, the purpose of this analysis is not to compare percentages noted in the different countries but rather trends within a single country. In the case of teacher training in Africa the difficulty in comparing the percentage of students from one country to another is even more

Fig. 8 - Law - Percentage of students, 1960 and 1965

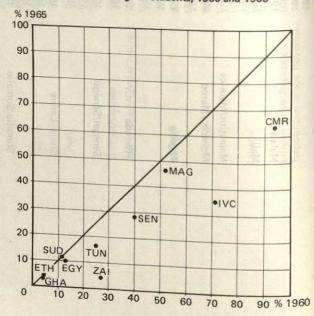
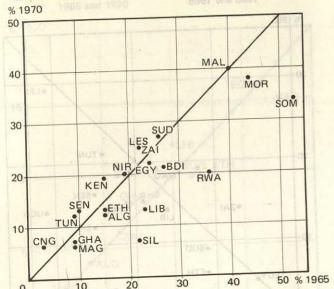


Fig. 9 — Social sciences -- Percentage of students, 1965 and 1970



marked. This percentage tends to be lowest in those countries where faculties of letters and sciences play a primary rôle in the training of teachers (Senegal, Zaire, Madagascar, among others), without the students in question being counted in the "education" category. The percentage is very high, on the other hand, in certain countries such as Ghana (31%) and Tanzania (43%) which include in this category all students whose training is intended to equip them for teaching.

(c) Fine arts

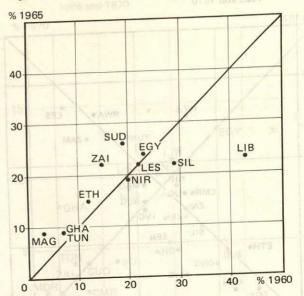
Studies in the fine arts sector are almost non-existent in Africa as they can be identified in eight countries only (Table 7). In five countries these students represent less than 2% of the total student population in 1970. The percentage is, however, high in Ghana (10% in 1970 as against 7% in 1960) whereas in Kenya it dropped to 6% in 1970 from 9% in 1965.

2. Law and social sciences

(a) Law

In certain countries higher education commenced with the establishment, more especially, of faculties of law and economics. Thus in 1960 students in this category represented 94% of the total student population in Cameroon, 71% in Ivory Coast, 52% in Madagascar and 40% in Senegal. As Figure 8 indicates, in all countries for which data are available this percentage fell between 1960 and 1965, and in fact, to a marked extent Zaire, Ivory Coast and Cameroon. This tendency can also be seen between 1965 and 1970 in several of these countries (Figure 7) and more particularly in Cameroon where the percentage dropped to 41% in 1970. Table 6 also shows that, in relation to

Fig. 10 - Social sciences - Percentage of students, 1960 and 1965



other fields of study, the growth in numbers of law students has been very slight during the recent period in Cameroon, Madagascar and Senegal.

Two countries are marked, however, by an increase in the relative importance of this category between 1965 and 1970. They are the Congo and Ivory Coast where the percentage, already high in 1965, rose in 1970 to 58% and 45% respectively. The sharp variations in this percentage in Ivory Coast (71% in 1960, 35% in 1965 and 45% in 1970) are due to the regulations introduced in 1965 in regard to the competitive examination for the course leading to the certificate of competence in law. It should be noted in this respect that certain countries, including Ivory Coast, count those enrolled in such courses leading to the certificat de capacité en droit as law students. The number of these students, which is very considerable (over half the total number of law students in Ivory Coast), varies sharply at times which explains to a large extent a sudden drop or increase in the total number.

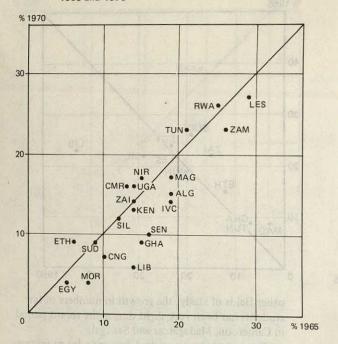
It can be seen, lastly, that the percentage of law students is fairly stable in the other countries and under 10% in many of them.

(b) Social sciences

Comparison of Figures 9 and 10 reveals certain important aspects in the trend of enrolment in the social sciences. Since 1960 it has diminished in the Libyan Arab Republic and in Sierra Leone, dropping from 43% to 13% in 1970 in the first case, and from 29% to 7% in 1970, in the second. In Sierra Leone the

- The statistical tables also show that in Tanzania for example, this category did not include all such students before 1970 and the percentage was thus extremely low up to 1969 (9%).
- It has not always been possible to show law and economics separately. However, the very large majority of these students are, in fact, enrolled in law.

Fig. 11 — Natural sciences — Percentage of students, 1965 and 1970

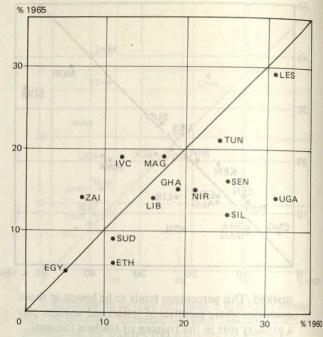


number of students enrolled in the social sciences, in fact, decreased in absolute terms between 1965 and 1970. In the other countries where statistics are available for the whole ten-year period, it appears that the relative importance of the social sciences increased on the whole between 1960 and 1965. Figure 9 shows indeed, that during the 1965-1970 period the percentage of these students fell in the majority of these countries, as well as in others for which only this period has been taken into consideration. In countries where an increase in the percentage can be seen, it has been relatively slight (Kenya, Senegal and Tunisia) or involves only a very small percentage (Congo).

3. Natural sciences

The growth rate in numbers of students in this category is relatively low; of the 17 countries included in Table 6 for the period 1965-1970, there are 11 where it is lower than the average rate for the student population as a whole. In certain countries, such as the Libyan Arab Republic, the deviation is very marked: between 1965 and 1970 the number of students enrolled in the natural sciences increased at a rate of 3.6% per annum (as against 19.3% per annum in 1960-65) whereas the rate for the student population as a whole was 22% per annum (21.5% per annum in 1960-65). Although in six countries (Cameroon, Ghana, Sierra Leone, Tunisia, Uganda and Zaire) the opposite tendency can be noted, there is no country in which growth in this field of study has been, in relation to the others, the most rapid.

Fig. 12 — Natural sciences — Percentage of students, 1960 and 1965



These facts can be assessed in a different light in Figures 11 and 12: the percentage of students enrolled in the natural sciences is stable or is clearly declining in almost all countries. This trend can be seen during both the 1960-65 and the 1965-70 periods, the only important exceptions occurring during the former period in Zaire and Ivory Coast. Thus of the six countries that had over 20% of their students enrolled in this field of study in 1960 (Figure 12), only two (Lesotho and Tunisia) remain in this category in 1970 (Figure 11).

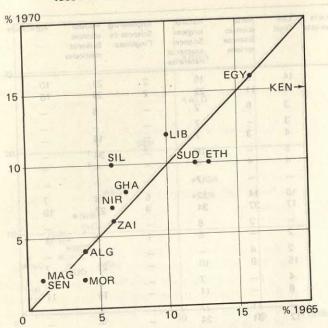
4. Engineering and agriculture

(a) Engineering

As Table 7 indicates, in several countries engineering studies are not as yet developed or have only been so recently. In countries where this training was already being provided in 1965, its relative importance has scarcely grown, the notable exception being Sierra Leone (10% in 1970 as against 6% in 1965). A decrease in this percentage has been, in fact, very marked in some of them, as in the case of university training in Kenya (15% in 1970 as against 28% in 1965) and, more especially, in Ethiopia where the percentage — 25% in 1960—dropped to 13% in 1965 and 10% in 1970 (see Figure 13).

Gabon, which is not shown in Figure 13, has a few institutions providing training for certain technicians in engineering and agriculture. However, the number of students is very low (65 in 1970) so that the percentages in Table 7 are not significant.

Fig. 13 — Engineering — Percentage of students, 1965 and 1970



It should be pointed out, lastly, that in the majority of countries the percentage of students in this category did not exceed 10% in 1970; while it is notably high in Egypt (16%) it is no higher than the figure recorded in 1965.

(b) Agriculture

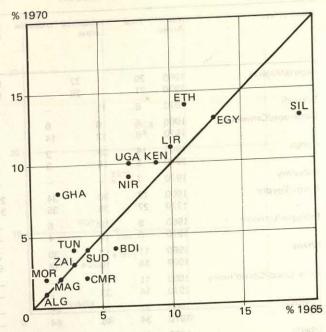
The proportion of students in agriculture increased more especially in Ghana where, following a decline from 7% in 1960 to 2% in 1965, it reached 8% in 1970 (Table 7 and Figure 14). Between 1965 and 1970, in fact, the growth rate for this category of students in this country was 45% per annum as against only 2.3% per annum for the total number of students in higher education (Table 6).

If we consider the countries where the relative importance of this field of study exceeded 8% in 1970, it can be seen that it has also increased in Uganda, Nigeria, Ethiopia and, to a lesser extent, in Kenya and Liberia. In Sierra Leone on the other hand, this percentage has dropped sharply: 13% in 1970 as against 19% in 1965. We have no comparable data for Malawi prior to 1970, but the figure was 20% during that particular year.

Students in agriculture represented, in 1970, less than 5% of the total student population in several countries including the Sudan, Tunisia, Zaire, Madagascar, Cameroon and Algeria, this percentage being stable or on the decline in comparison with 1965, except in the case of Tunisia.

Lastly, it is only recently that certain countries such as Mali, the Libyan Arab Republic and Somalia have begun to develop higher studies in agriculture (Table 7).

Fig. 14 – Agriculture – Percentage of students, 1965 and 1970



5. Medical sciences

The medical sciences have shown unquestionable expansion in most African countries. As can be seen in Table 6, between 1965 and 1970 this category of students grew more rapidly than the total student population in all countries listed, with the exception of Uganda and Zaire. This tendency is also reflected in Figure 15 which shows the increase in the percentage of students in the medical sciences in almost all countries. Admittedly some percentages are fairly low (under 10%) or involve only a small number of students (Rwanda), but this trend can be noted also in countries such as Algeria, Senegal, Egypt and Nigeria where enrolment in this field of study was already high in 1965 and involved, in absolute terms, a considerable number of students.

6. Female students by field of study

As was stated in section I above, except in a few countries the proportion of female students in higher education was, in general, very low.

This overall inequality concerning male and female enrolment in higher education is even more marked when the situation is analysed by field of study. Table 8 accordingly shows for the majority of African countries the percentage of female enrolment in each field of study.

As a general rule the proportion of women students is everywhere higher among the humanities and "education" (teacher training) categories. In certain countries as, for example, Ivory Coast in 1970, the percentage of female enrolment in humanities (33%) is at least twice as high as

Table 8 - Proportion of female students by field of study (as a %)

Country/Pays	Year Année	Total	Humanities Lettres	Educa	ition	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Algeria/Algérie	1965 1970	20 21	37 28		lar	11 11	14 16	8	16 22	2 2	21 24	10 16
Burundi	1970	6	11	-		_	3	6	2	_	8	-
Cameroon/Cameroun	1966 1970	4 8	6	9		-	3 4	- 3	7 811	-1/	14	-
Congo	1965 1970	14 5	38 16	3	or	_	5 4	- 4	18	F / 118	34 1	- 0
Dahomey	1970	7	-	-		-	1	-	7	SHAWHE.	- wenter	_
Egypt/Egypte	1960 1970	17 27	30 36	34 35		23 31	10 17	14 37	12 34	5 9	18 27	7 19
Ethiopia/Ethiopie	1960	5	19	5		-	-	2	8	- NAZA	-	-
Chan	1970	8	12	4			2	-	5	1	8	11
Ghana	1960 1969	11	12 16	30 18		7 9	2 15	4 9	10	_	21	7
Ivory Coast/Côte-d'Ivoire	1960 1970	11 14	40 33	- 7			4 8	/= to	7	- 7	*MON*	ANT P
Lesotho	1960 1970	22 34	19 45	45 64		- 2	8050	11	27		15	17
Liberia	1965 1969	21 22	24 ² 22 ²	22 20		-	12 11 3	31	24		- 100 67	1
Libyan Arab Republic République arabe libyenne	1961 1970	3 11	2 12	18		_ ×	3120	3	6 23	4 6	10 blance	la <u>i</u> lai
Madagascar	1960 1970	23 32	52 45	77		_	12 21	23	25 28	4 1 (A)	28 37	towned a
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Morocco/Maroc	1965 1970	12 17	6 21	18		_		7	19	g the form	18	MEST TO
Nigeria	1965	13	15	22		7	8	14	19	2	21	1 par
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Sierra Leone	1968	17	128	13			DIAM N	17		3	23	0018101
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Togo	1970	13 12	19	20		18	9	12	7 700		16	4
Tunisia/Tunisie	1961	18	18 25	2		-	12	8	2	s and it is	1_maps_ad	1987
	1968	21	29	22		_	11 19	9	18 22	o ooos I a	goldtet a	7
Jganda/Ouganda ³	1960 1970	7	124	15		19	lening.	4	4	The barre	18	3
Zaire Republic	1966	18	21 4	23		17	17	4	14	on avail o	16	6
République du Zaire	1969	5	10	8		2	2	3	5	and and two	3 2010	479
Zambia/Zambie	1970	15	174	32		-	5	3	6	2	4 () () ()	Par Par
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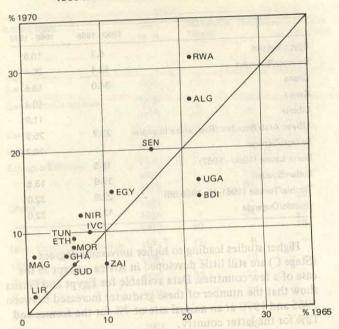
^{1.} The Medico-social Centre ceased to operate in 1968.

^{2.} Humanities, social sciences and natural sciences are counted together.

^{3.} University of Makerere only.

^{4.} Humanities and social sciences are counted together.

Fig. 15 - Medical sciences - Percentage of students, 1965 and 1970 A sal R speed to grate them



the overall rate (14%). It will be noted, however, that in Egypt female enrolment is as high in humanities and "education" as in social sciences and natural sciences, but it is more especially in the last two categories that it has increased between 1960 and 1970.

In several countries female enrolment is also fairly high - in relation to the overall percentage - in the medical sciences. In the case of the Congo, the drop in the proportion of women in the total student population (5% in 1970 as against 14% in 1965) is chiefly explained by the fact that the Medico-social Centre where female enrolment stood at 34% in 1965 ceased to operate in 1968. But the percentage of women has also greatly decreased in the natural sciences.

In engineering the proportion is extremely low, the highest figure being 9%, in Egypt. In certain countries, including Egypt, it is slightly higher in agriculture although in most cases the numbers involved are small. by field of study, the percentages for Kenya,

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III. GRADUATES

noticeable wated in thought based at the ti 1. Trends in the total number of graduates

Graduates are classified according to three "stages of diploma" (levels of qualification obtained):

Stage A: Diplomas and certificates not equivalent to a first university degree

Stage B: First university degrees or equivalent qualifications

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent qualification.

Fig. 16 - Medical sciences - Percentage of students, 1960 and 1965

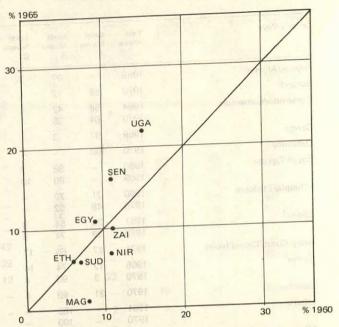


Table 9 has been drawn up in order to indicate the types of degrees and diplomas that have been taken into consideration in the different countries as well as their relative importance. It can be seen that Stage A diplomas represent an important proportion of all the qualifications awarded in several countries. In certain cases, admittedly, these are diplomas after completion of basic training or an awarded initial course required before studying for a first university degree in the same higher education institution or abroad.

In many African countries statistical data in respect of graduates are available for a few years only. It is, in fact, only recently that certain of them have begun to collect these statistics systematically and to publish them. There is also the fact that in several countries higher education became really established only after 1965 and trends in the number of graduates cannot be assessed until some years later.

Consequently, it has only been possible to calculate growth rates in respect of Stage B graduates in 11 countries; these are set out in Table 10.

In several of these countries these rates were very high during the 1965-70 period although in the Sudan, and more especially in Ghana, a falling off in comparison with the preceding period can be observed. In Ghana this seems to match the very marked slowing down in the growth of student enrolment noted under I above. Moreover, the number of students graduating at Stage A also increased by only 1.8% per annum between 1965 and 1970 as against 33% per annum between 1960 and 1965. However, the decline in the growth rate of Stage A graduates can also be seen in Ethiopia (15,6% per annum in 1965-70 compared with 51.8% per annum in 1960-65) and in Tunisia (5.8% per annum) between 1965 and 1968 as against 44% per annum between 1961 and 1965).

Table 9 - Distribution of higher education graduates by stage of diploma (as percentage of the total)

Country/Pays	Year Année	Level Niveau A	Level Niveau B	Level Niveau C
Algeria/Algérie	1969	1	97	3
Burundi	1970	88	12	-
Cameroon/Cameroun	1964 1970	58 64	42 36	1
Congo	1969	97	3	
Dahomey	1970	100	-	-
Egypt/Egypte	1960 1969	-	98 90	2
Ethiopia/Ethiopie	1960 1970	21 48	79 52	
Ghana ¹	1961	28	64	8
	1970	19	74	8
Ivory Coast/Côte-d'Ivoire	1971	17	65	17
Kenya ²	1965	12	74	14
Lesotho	1970	3	93	4
Liberia	1970	31	65	4
LIDETIG OF THE PROPERTY OF THE	1961 1970	-	100	-
Libyan Arab Republic	1960	Vice 1	100	-
République arabe libyenne	1970	V ID-0	100	IGT.
Madagascar	1970	61	39	dite.
Malawi	1970	77	22	1
Mali	1969	1900	100	rg ini
Morocco/Maroc	1970	52	42	6
Nigeria	1961	30	65	5
Rwanda	1967 ³	19	73	8
Senegal/Sénégal	1969	STEE STEE	100	a Tall
anogar/Seriegal	1965	36	46	18
Sierra Leone	1970	66	34	ben
	1960 1967	3 5	76 85	20
Sudan/Soudan	1961	29	71	10
Inited Description	1971	10	85	5
United Republic of Tanzania République-Unie de Tanzanie	1969	ang lo	100	1286 1286
ogo	1970	91	9	TENY .
unisia/Tunisie	1961	29	71	0_
ganda/Ouganda ⁴	1968	29	71	Vara
V19V \$15W stored all the last	1960	25	70	5
aire Republic/République du Zaire	1971	4	95	2
imbia/Zambie	1971	33	67	THE LOCAL
	1970	42	42	16

^{1.} Not including diplomas awarded by non-university teacher training institutions.

Table 10 - Average annual growth rate in number of students graduating at Stage B (as a %)

A STATE OF THE PARTY OF THE PAR	1960 - 1965	1965 - 1970
Egypt/Egypte	8.7	10.6
Ethiopia/Ethiopie	13.4	20.4
Ghana	34.0	13.5
Kenya	***	40.4
Liberia		11.9
Libyan Arab Republic/Rép. arabe libyenne	23.7	25.2
Senegal/Sénégal		10.7
Sierra Leone (1960 - 1967)	18.5	
Sudan/Soudan	19.9	13.5
Tunisia/Tunisie (1961-65, 1965-68)	22.0	32.0
Uganda/Ouganda	13.3	22.0

Higher studies leading to higher university degrees (Stage C) are still little developed in Africa, except in the case of a few countries. Data available for Egypt and Ghana show that the number of these graduates increased between 1965 and 1970 at an annual rate of 7% for the former and 13% for the latter country.

2. Distribution of graduates by field of study

(a) Stage A diplomas

In certain countries, particularly those whose higher education systems closely resemble the French pattern, studies leading to the first university degree are divided into two "cycles", the first of which extends over two years and provides students with basic training leading to the award of a diploma. In this case the diploma has been counted as a Stage A award. Some countries, however, do not take these diplomas into consideration and do not, thus, include them in their statistics. This applies, for example, to Algeria and Ivory Coast although in the latter country other Stage A diplomas are taken into account.

Table 11 shows the distribution of these diplomas by field of study; the percentages for Kenya, Sierra Leone and Uganda are not included as they reflect a very low number of diplomas.

It will be noted first of all that "education" (teacher training) represents the majority, or a large proportion at least, of these diplomas. This is particularly true of the Congo, Ethiopia, Morocco, Nigeria, Sudan, Tunisia, Zaire and Zambia.

Insofar as they constitute a stage in the first degree course, Stage A diplomas in the humanities or natural sciences occupy a relatively important place in Cameroon, the Congo, Madagascar, Morocco, Senegal and Togo. It should be stressed in this connexion that, in absolute terms, the number of these diplomas is obviously higher than the number of Stage B degrees; in certain cases they are, in fact, the only diplomas awarded.

University of Nairobi only.

Data refer to 4 universities instead of 5.

^{4.} University of Makerere only.

Table 11 - Distribution by field of study of Stage A diplomas (not equivalent to a first university degree) as a %

Country/Pays	Year Année	Humai		Education	Fine a Beaux	Law Droit	10 To	Social sciences Sciences sociales	Natural sciences Sciences exactes et	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
							15	77.2	naturelles	6(0)	1	and Marie and
Burundi	1970	19		_	_	13		36	-	5	22	6
Cameroon/Cameroun	1964			12	-	88		- 1	200	MILE I	-300 200	27/27/9
Jameroon/Carrieroun	1970	29		19	-	23		5	24	DAG.	-	=
Congo	1969	29		36	2	21		5	9	Bush		-
Dahomey	1970	4 19	0.	20 00	_	_		- 9	100	(G)C)	-	and The state
	1960	12		75 65	-				-37	40	60	=
Ethiopia/Ethiopie	1965	-		55	_	-		5	7.0	17	23	or Tanton to
	1970	EL 20		81	-	-		-36	3	5	11	-
Ghana ¹	1961	0 20	. 16	2	37	-		18	-80	12	7	38 10
Lider Southern	1965	at 1		34	20	-		14	-66	13	12	15
	1970	10		0		-		Er		BASI		_
Ivory Coast/Côte-d'Ivoire	1971 ²	11		9	-	42		-81	-55		Joseph and S	52
Lesotho	1970	-		10	-	39		_	- 21 00	6961		-William
Madagascar	1970	33		21	-	12		11	23	1370	-	00
Malawi	1970	-		28	-	-		18	- 80	19	12	23
Morocco/Maroc	1970	45		48	-	-		2	2	1 _{ear}	-	2
Nigeria	1961			88	12	-		- 82	282	2001	_	21
Trigoria	1965	6		48	10	-		14 24	Month, are	punits la	1	1
	1967 ³	6		66	3	-	100	24	DI REMINI	THE PERSON NAMED IN		No release
Senegal/Sénégal	1965	-		17 18	960.	11	100	21	9	11		ar Day
	1970	38		9					th by IRELAY	I contain a		Constitution of
Sudan/Soudan	1961	-		65 56	16 10	_		19	- Iso 1	400	14	10
	1965 1968	hate.		65	4	_		3	ALC: NO	-	10	18
- Colombia by Zalie	1970	39		9	aringe.	21		23	9	- 22 1	- 5	malel—cooked
Togo	1961	yo also		77	Down	20		2	SAMPLE OF	-8	-	- 1740
Tunisia/Tunisie	1961	10		84	-	5		2	4 - 150	200	-	
	1968	96 1		99	-	1		-	-90	200		A TONGOLD SE
Zaire Republic République du Zaire	1971	sada <u>d</u> u ropii an		76	3	-		16	2	4		grand dayson
Zambia/Zambie	1970	noned t		71	_	100		29	- 100	0891	-	Arrost Aves

1. Not including diplomas awarded by non-university teacher training institutions.

Distribution by field of study is not known in respect of diplomas awarded by University Institutes of Technology (34% of the total).

3. Data refer to 4 universities instead of 5.

It has already been stated that studies leading to the certificate of competence in law held a fairly important place in several countries. It can be seen from Table 11 that these certificates, plus the preparatory diplomas required for first degree courses, represent a fairly high proportion of the number of Stage A diplomas awarded in Cameroon, the Congo, Ivory Coast, Madagascar, Senegal, Togo and Tunisia. However, their relative importance has decreased in Tunisia and, following their diversification by field of study, in Cameroon and Senegal.

In Ethiopia the place held by engineering and medical sciences has dropped sharply in favour of "education", whereas in Ghana the former rose to 22% in 1970 and the latter to 12%. But, with the exception of a few

countries, very few of these diplomas were awarded in these two fields of study or in agriculture.

(b) Stage B degrees

Trends in the distribution of these degrees by field of study can be measured in Table 12 in respect of only a few countries, as data for 1960 and 1965 were not available for all.

In 1970, or the year nearest that date, the greatest proportion of these degrees were, in many countries, awarded in the humanities. In comparison with 1965, this proportion increased considerably in several countries as, for example, in Kenya (30% as against 21%), the Libyan Arab Republic (44% instead of 37%), Senegal (54% compared with 39%) and the Sudan (35% as against 24%).

Table 12 - Distribution by field of study of Stage B degrees (first university degrees or equivalent) as a %

ountry/Pays	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Statement of the statem	1970	25	-	2	18	18	11	9	16	2
Igeria/Algérie	1970		100	- 88	_ 040	-	- 8	- 0/6	- 000	-
urundi		200	47	- 88	37	12 - 4	=	984 -	-	17
ameroon/Cameroun	1964 1970	37	19	23 =	25	- 81	11 8	- 0.00	-	8
	1969	_	100	- 19	-	- 100	- 11128	meson	- 2	y
Congo		31	9	1	9	20	4	9	9	8
gypt/Egypte	1960 1965	16	9	3	9	25	7	12	6	13
	1970	12	11	3	6	21	4	16 000		13
thiopia/Ethiopie	1960	8	15	-	- 1000	14	4	20	12	39 27
tillopia, Ethiopia	1965	22	7	-	4	8	7	13	14	9
	1970	31 ¹	22	7	10				13	
Ghana ²	1961	36	- 1	7	10	25 30	23	16	5	2
	1965	26	7	5	10	16	13	6	5	. 8
	1970	27		8	13	9	9	a to bight	9	BILLY GOLD
vory Coast/Côte-d'Ivoire	1971	45	16	335		21	17	34	in Alm	8
Kenya ³	1965	21 30	_ <u>_</u> = 0	6	- 1	23	11	21	Lable les	8
	1970				14	28	14	T Dur 033	talisate:	increase.
Lesotho	1970	38	6			1 8	15		LETTER.	11
Liberia	1961	25 ¹ 26 ¹	49 33	_	2	1 1	24	ME IN	-	16
	1965 1970	46 ¹	28		6	1	11	- 886	4	6
Libert Arch Depublic	1960	40	24			43	16	- 5296	-	_
Libyan Arab Republic République arabe libyenne		37	_	001	12	26	25	insure had	pla of s	nude land
Tropublique di des listania	1970	44	12	-	6	14	9	9	-	6
Madagascar	1970	39	-		12	10	25	4	-	10
Malawi	1970	14	- 0		6	41	32	- 300	- 8	6
Mali	1969		27	_	6	30	preniuse.	20	VOLUM S	17
		25	25	-3 15	30	8	2	4	3	4
Morocco/Maroc	1970							9	12	7
Nigeria	1961 1965	22 23	6	1 4	5	16 30	27 14	6	5	5
	19674	29	4	2	7	21	14	6	10	7
Rwanda	1969	30				47	23			- 415
Senegal/Sénégal	1965	39			24		26	BOOK IN	11	B
Seriegal/Seriegal	1970	54	Ξ	-	6	8	14	i Line	18	nt -
Sierra Leone	1960	38		18 <u>1</u>		40	22	200	e with	1 4 4 5
	1965	44	-	-	Tioner	33	19	4	in to ad de	nator Core
	1967	32	8	duth e Poly	outpl Hat bad	18	5	7	al Attorn by	30
Sudan/Soudan	1961	28	-	-	17	26	7	10	8	4
	1965 1971	24	10	-	11	15	11	22	5	2
United Republic of Tanza		35	5 51	1	10	26	3	8	5	7
République-Unie de Tanz			ster, reng	temp	13	30	2	redi bassi	4	ing pale par
Togo	1970	100	pial on		_ 1m	a sogini, ya	not g blom	Hele to	nstrame	outelof ce
Tunisia/Tunisie	1961	35	Mary Lat		30	3	22	Francis II	Hillings	10
	1965	33		SASSES VIEW CO.	16	24	12	an water	((SEE SEE)	15
	1968	34	m 201-13	de se la	22	13	23	the state	SOT- DI	9
Uganda/Ouganda ⁵	1960	58 ¹	mac nus	2	- bs	100	11	MI TO LES	21	8
Top age with him	1965	471	201 1100	W 3	-	y	15	Drew .	14	9
	1971	39 ¹	finacht of	dalu ³ a	4	terials.	22	(60 5H	11	10
Zaire Republic République du Zaire	1971	15	(8)	2	14	42	6	5	6	3
Zambia/Zambie	1970	47	8		11	2	13	14	16	

^{1.} Humanities and social sciences are counted together.

^{2.} Not including non-university teacher training.

^{3.} University of Nairobi only

⁴ universities instead of 5.

^{5.} University of Makerere only.

Table 13 — Distribution by field of study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent) as a % and a study of Stage C degrees (higher univerity degrees or equivalent).

able 13 — Distribution	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
antended in 1920 cm	STATES OF THE PARTY OF THE PART	DEL H	o words.	Mis		23 - 452 - Lan	44	<u>0201</u>	- *	15
Algeria/Algérie	1969	56	350000	-	8	12	7	5	38 22	13
Egypt/Egypte	1965	7 9	10 13		8 7	15	15	Name of the	4	O' (DO I THE
gypt/Lgypts	1969		53	25	-50	12 22	5	-	-	
Ghana	1965 1970	2 4	50	21	2		41	150 T	8	WI SECONY
vory Coast/Côte-d'Ivoire	1971	14	35	- BZ	-5.5	-	25	The sale	_	1 =
Kenya	1965 1970	La Z . 80	75 100	= =	95	- 5		9961	-	- 7
Maroc	1970		-8		_//	2 3	16 22	3941	3 9109	at a 3 more
Morocco/Maroc Nigeria	1965 1967 ¹	26 38	48 28	1	2	3 24	1	-	-	5
Sudan/Soudan	1971	2	68		_9	700	2 7	0.00	18	4
Uganda/Ouganda ²	1965 1969	7 7	97 64	10-	_	-05	- 8	νσ ε).	-	-5400
Zambia/Zambie	1970		97							
 4 universities instead of 5. University of Makerere only 			22		18 13	9	E 4	1967	galdade) ameydl edi	dete her

This trend is not, however, always confirmed: in Egypt graduates in the humanities represent no more than 12% of the total in 1970 as against 31% in 1960, the main increases being in engineering and medical sciences, and it is the social sciences that account for the majority of Stage B graduates. This is even more pronounced in Zaire where the social sciences percentage exceeded 40% in 1971. But we also see that, as from 1965, it decreased to a very marked extent in Ghana, the Libyan Arab Republic, Sierra Leone and Tunisia. As regards law, Morocco stands out with 30% of all Stage B graduates. In Cameroon and Senegal the percentage of law graduates dropped while in Tunisia it rose slightly between 1965 and 1968 following a sharp decline during the 1961-65 period.

In Tanzania, 51% of degrees awarded in 1969 were conferred in respect of studies leading to a teaching career; in Ethiopia this percentage rose from 7% in 1965 to 22% in 1970. But the proportion declined sharply in Liberia (28% in 1970 as against 49% in 1961) and in Cameroon, following the diversification of higher education.

It is interesting to note that in the countries for which statistics are available for at least 1965 and 1970, the natural sciences have lost much of their relative importance, with the exception of Tunisia and Uganda. In Liberia, for example, the proportion fell for 24% in 1965 to 11% in 1970 and in the Libyan Arab Republic, over the same period, from 25% to only 9%.

A similar tendency is also seen in engineering and agriculture, with the exception of Egypt where, as already stated, engineering graduates are relatively increasingly numerous. These two fields of study

which, in Ethiopia, accounted for more than half the total number of graduates in 1960 represented no more than 9% each in 1970. To a lesser extent, the same trend appears in regard to engineering in Ghana, Kenya and the Sudan. Very recent data are not available for Sierra Leone but, in 1967, 30% of graduates book their degree in agriculture.

The proportion in respect of the medical sciences has increased more particularly between 1965 and 1970 in Egypt and Senegal. In these two countries as well as in Algeria, Ethiopia and Zambia, the figure now exceeds 14%.

(c) Stage C degrees

Higher studies leading to this type of degree, as has been stated, are very little developed in almost all African countries. Table 13 shows the distribution of these degrees by field of study for no more than a few of these countries. It should, however, be pointed out that even among these selected countries there are some in which the number of these graduates is very low, and does not exceed 30 (see statistical tables). It is above all in Egypt, and also in Ghana and Nigeria, that they are relatively more numerous and it can be seen that their distribution by field of study is fairly diversified. It can also be seen that in Egypt the proportion of Stage C graduates in medical sciences, natural sciences, social sciences and agriculture is quite large. In the majority of cases degrees are mainly conferred in "education" following one or two years of study after obtaining a first degree. In other cases, because of the virtual non-existence of courses at this level, they correspond to no more than a single type of degree prepared in one or two subjects.

Table 14 - Proportion of women graduates (as a %)

	Year Année	Level of degree Niveau o diplôme	fu	Humanities Lettres	Education	Fine-arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur		Agri- culture
Algeria/Algérie	1969	В	23	40	_	- 18	15	19	25	-	30	Frold
Burundi	1970	A B	6	6	4		5	5	- 8861	_	11 myora	gve3
Cameroon/Cameroun	1970	A B	12 7	18 11	20 9	25-	4 2	6	8 a/gr 5	I	-	- 10
Egypt/Egypte	1965	B C	23 11	28 25	43 22	28	6	31	23 19	5		11 10
	1970 1969	B C	28 13	33 18	37 17	27	15	41 7	34 16	9 5		19 10
Ethiopia/Ethiopie	1965	A B	12	_ 11	1	-	-85 28-	27	0 - 4981 J		44	20049
	1970	A B	12	- 10 ¹	8 2	25	-58	8- 50	7	- 4	54	Suda.
Kenya ²	1967	В	14	24	_		218	3- 6	30		5	6
	1970	В	35	48	75	- 1	-9	28	33	To to being	Calebra and the	57 A
	1967 1970	В	10	20 ¹ 9	35	-	22	1	20		00	8
République arabe libyenne	1970	Ь	10	9	22		3	6	19	4	-	6
Madagascar	1970	A B	32 46	58 64	25 -	- milb	2 40	20 20	26 51	tran al brigh	E III	_ 16
Malawi	1970	A B	17 16	33	43	_ 510 mz	MALINON	8	10	doares in	4	14
Mali	1969	В	8	rend appr	15	- Insil	38			ine oni inc Mercusse i		
Morocco/Maroc	1970	A B C	15 21 2	9 42 -	20 23	-carl niotti	10	13 5	24 48	and it but ity of Sen	10	14
Nigeria Control Supression (Control Control Co	1967 ³	A B	18 13	13 22	20 8	- mont	10	16 2	17	in Zairo-w 40% in 4 \	tapassa.	- 2
Senegal/Sénégal	1965	C A	13	15	17	unisia.	50	ntol um	5	-	761 a	T
Sudan/Soudan	1966	B A	27 19	33	12	19	3	100	38	- CONTRACTOR	27	2
	1971	B B	5 13	18	12 14	quadence	5	7	no 1962 no	tly betwee	41	i
United Republic of Tanzania République-Unie de Tanzanie	1969	В	15	est rengio est, balian	16	Ta12W %	10	13	14	l Sitt gartu Manta, Sti	7	2
Togo	1970	A B	8 19	6 19	=	- Bold	24	3	orbate to	ongen ne i	on for rec	2
Tunisia/Tunisie	1968	A B	20 15	20	20	_ lon	END AT	alfogoty :	off radi of	22% in 197	01 630 965 to	
	1965 1969	B B	11 19	13 ¹	18	14	9	14	18	din (Sme	of Class	4
	1970	A B C	28 13 33	26 ¹ - 19	20 19 13	20 bg	wirtings s Exer	50	15 - 15	noiseum Indestruit	10 - 6	2

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^{1.} Humanities and social sciences are counted together.

^{2.} University of Nairobi only. 3. 4 universities instead of 5.

^{4.} University of Makerere only.

3. Proportion of women graduates

The proportion of women among graduates varies according to the field of study and the "stage of diploma", i.e. level of qualification obtained. Table 14 shows this proportion for the majority of countries; in certain cases, the Stage A or C percentages have been omitted as they referred to a very small number of graduates.

In Madagascar, Morocco and Senegal, unlike other countries, the proportion of women is higher among Stage B graduates than for Stage A. This proportion is, in addition, higher than the overall rate of female enrolment in higher education(see Table 4 in section I). In Madagascar, the difference is very considerable in 1970:

whereas women represented 32% of the total enrolment figure, they constituted 46% of Stage B graduates and 32% for Stage A. This percentage noted among Stage B graduates is very high in comparison with other countries and is followed only by Lesotho (35%) and Egypt (28%).

As in the case of student numbers, this table shows that women are relatively more numerous among "education" graduates and in humanities and natural sciences, particularly insofar as these relate to training for the teaching profession. Medical sciences also represent a field in which the proportion of women can be fairly high. It will be noted, however, that in Egypt (Stage B) the percentage has greatly increased in the social sciences (41% in 1970), far exceeding the overall proportion.

HOW BUT STREET TO BE SEEN L. NUMBERS OF STUDENTS ENROLLED

expansion in the number of students in Latin your to see add to be seen 1. Trends in enrolment

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the exception of Puerto Rico whore the higher education

- Visibilities 200 2. Numbers of students and total population who be a substitute and total population who be a substitu lave one almost the bollome vision and 3. Number of students in relation to the total population in the state of students in relation to the total population in the state of students in relation to the total population in the state of students in relation to the total population in the state of students in relation to the total population in the state of students in relation to the state of the 20 to 24 year age-group a nosinequio languarratai (ura 4. Distribution of student population by sex application of student population by sex
- ficient to take Brazil as an example in this Foilment ratio and enrolment ratio and example in the appears

 - to radinus and he existing of 16. Distribution of student population by age new enrolments: hetween 1966 and 4971 their number

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY annum in Brazil. 12 4% per annum in sidered, i.e. 1960 65 and 1965-70. Thus, in Ec

- 1. Humanities, education and fine arts manner and all as we shall show on sail stadies the first period, 1960-65, it rose to 22.5% per annum
- 2. Law and social sciences
- 3. Natural sciences
- 4. Engineering and agriculture
- 5. Medical sciences
- 6. Female students by field of study was to be a cold asserted as a striction to experienced a considerable increase to flugariniate or in

o training colleges at bash can observed that the growth growth rate of student encoluent 0.000 to 0.001 and other results for the contract training institutions

- are far higher than those for university institutions in thworg oils ni god adda and a 2. Distribution of graduates by field of study

 - 3. Proportion of women graduates seence of any marked change in the annual groves

Table 3 and Figure 1 royeal the discrepancies between the EXPLANATORY NOTE

The following symbols are used in the graphs:

A D.C.	Argentina	COS	Costa Rica
ARG		CUB	Cuba
BAR	Barbados	DOM	Dominican Republic
BOL	Bolivia		
BRA	Brazil	ELS	El Salvador
		ECU-	Ecuador
CHI	Chile	CUA	Guatemala
COL	Colombia.	GUA	Guatemas

Alarost all higher education everges in Latin America

	SESTEMBLE DESCRIPTION OF U.S.		
OLIN/	Guyana, Republic of	PAN	Panama
GUY		PAR	Paraguay
HAI	Haiti	PER	Peru
HON	Honduras	TRI	Trinidad and Tobago
JAM	Jamaica	URU	Uruguay
MEX	Mexico	VEN	Venezuela
NIC	Nicaragua	VEN	Venezueia

Lastly, a clear slackgroup can be seen in the growth of enrollments between 1960-65 and 1965-70 in

countries. Barbados, Fern, Jamaica, Trinidad and

are (0.5° per annoth) although lengt then that of

I. NUMBERS OF STUDENTS ENROLLED

1. Trends in enrolment

During the last decade higher education in the majority of Latin American countries has been marked by particularly rapid growth. In 18 of the 22 States considered, the annual growth rate in student enrolment exceeded 9%; in 15 countries, the number of students in 1970 had at least trebled in comparison with 1960. As Tables 1 and 2 show, this expansion was, in general, greater between 1965 and 1970 than during the 1960-65 period, and we can, thus, differentiate between the following groups of countries:

- (a) In certain countries (Dominican Republic, Nicaragua, Brazil, Ecuador, El Salvador and Costa Rica) the growth rate is very rapid; the average rate varying between 16 and 28% per annum. This expansion, at times, assumes spectacular proportions and it is sufficient to take Brazil as an example in this respect: 430,000 students in 1970 compared with 156,000 in 1965. This group of countries is further characterized by the fact that growth rates increased in remarkable fashion between the two periods considered, i.e. 1960-65 and 1965-70. Thus, in Ecuador, where the growth rate was 8.4% per annum during the first period, 1960-65, it rose to 22.5% per annum between 1965 and 1970; Brazil and the Dominican Republic doubled their growth rates. In this respect Bolivia and Honduras should be added to this group of countries as between 1965 and 1970 they also experienced a considerable increase in the annual growth rate of student enrolment;
- (b) In five countries (Colombia, Venezuela, Mexico, Chile and Guatemala) growth rates are considerable and very similar, ranging from 12.5 to 14% per annum. The other feature of this group of countries is the absence of any marked change in the annual growth rates during the two periods; they maintain a constant, but high rate;
- (c) Lastly, a clear slackening can be seen in the growth of enrolments between 1960-65 and 1965-70 in 7 countries; Barbados, Peru, Jamaica, Trinidad and Tobago, Paraguay, Panama and Argentina. Certain among them, as Peru, continue to show a fairly high rate (9.5% per annum) although lower than that of the preceding period (17.8% per annum). In Argentina, one of the countries with the highest enrolment in Latin America, the growth rate fell to 2.2% per annum. Two other countries can be added to this group: Cuba, where the growth rate has been maintenaid at about 5% per annum since 1961, and Uruguay, which has fairly low rates. The growth of enrolments in this country has always remained at

between 2 and 3% per annum except for the 1950-55 period when the rate was 4.4%.

It should be noted, finally, that there are a number of territories in Latin America which possess institutions of higher education (see Statistical Tables). However, with the exception of Puerto Rico where the higher education system has been in full expansion since 1950, these are isolated establishments, mostly providing teacher training, with limited numbers of students, varying considerably from year to year.

Table 2 shows growth rates of enrolment between 1950 and 1960 for a certain number of countries. Comparison of the two Tables (1 and 2) highlights the considerable expansion in the number of students in Latin America from 1960 onwards and, in the case of many countries, from 1965 more particularly.

Since data concerning newly enrolled students are available in respect of five countries only (Brazil, Colombia, Mexico, Nicaragua and Peru), international comparison is not possible. With the exception of Mexico, there appears to be no falling away in the increase in the number of new enrolments: between 1965 and 1971 their number rose by 26% per annum in Brazil, 12.4% per annum in Colombia, 16.7% in Nicaragua and 8.8% per annum in Peru

The university sector represents the whole, or practically the whole, of higher education in the majority of Latin American countries. The notable exceptions are Argentina, Bolivia, Costa Rica, Peru and Venezuela where the non-university sector consists more particularly of institutions specializing in teacher training (teacher training colleges). It has been observed that the growth rates for students enrolled in teacher training institutions are far higher than those for university institutions in Bolivia and, more especially, in Argentina. In the case of Peru on the other hand a remarkable drop in the growth rate of enrolment in teacher training institutions can be observed as from 1965: 5.4% per annum between 1965 and 1970 as against 29.6% per annum during the 1960-65 period.

Almost all higher education systems in Latin America disregard the distinction between full-time and part-time study.

2. Number of students and total population

Table 3 and Figure 1 reveal the discrepancies between the countries of Latin America with regard to the number of

^{1.} Owing to absence of data Haiti has not been taken into consideration. The Republic of Guyana, which does not figure in this section, set up its university in 1963 and the number of students enrolled there rose from 319 in 1965 to 1.112 in 1970. As regards Belize, there is an institution for teacher training, but the number of students is very small.

Table 1 — Average annual growth rates of enrolment in higher education (as a %)

Country/Pays	1960 - 1970	1960 - 1965	1965 - 1970
Argentina/Argentine	4.3	6.4	2.2
Barbados/Barbade	19.0	26.0	12.4
Bolivia/Bolivie	9.5	7.0	12.8
Brazil/Brésil	16.2	10.2	22.5
Chile/Chili	11.7	10.9	12.5
Colombia/Colombie	14.0	14.0	14.0
Costa-Rica	12.6	9.0	16.4
Cuba 2 metaly El voltama	5.2	5.3	5.1
Dominican Republic/République dominicaine	21.2	14.3	28.5
El Salvador	15.0	11.4	18.6
Ecuador/Equateur	15.2	8.4	22.5
Guntamala	11.6	10.1	13.0
Honduras	11.2	8.9	13.5
Leasing / Lamaigue	12.2	15.9	8.7
Mexico/Mexique	12.2	11.2	13.2
Ni	20.7	18.2	23.2
Panama	7.3	12.4	2.4
and the second s	9.1	11.2	7.0
Paraguay Peru/Pérou	13.5	17.8	9.5
Trinidad and Tobago/Trinité et Tobago	16.6	25.4	8.4
	2.5	2.1	3.2
Uruguay -	12.6	11.8	13.4

Table 2 — Average annual growth rates of enrolment in higher education in a number of Latin American countries, 1950 to 1960 (as a %)

Country/Pays	1950 - 1960	1950 - 1955	1955 - 1960
Argentina/Argentine	8.2	12.5	3.9
Brazil/Brésil	6.5	7.3	5.7
olombia/Colombie	7.9	4.5	11.3
osta Rica	11.8	10.5	13.1
ominican Republic/République dominicaine	4.3	6.9	1.8
	7.0	3.0	11.1
Salvador	8.5	7.2	9.9
uador/Equateur	8.2	6.4	10.0
atemala San To Isolandi Barata Araban San San San San San San San San San S	7.4	6.2	8.7
nduras	8.4	9.8	6.9
xico/Mexique	9.9	12.4	7.5
aragua	10.3	8.6	11.9
ama not in table that in 1 oc aman	7.3	4.8	9.9
aguay In astrumos VI allage outsi	6.8	0.9	13.0
ru/Pérou	2.7	4.4	1.0
Jruguay Truguay	1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and encounts (i)	12 1 1 1 1 min

Fig. 1 - Number of students per 10 000 inhabitants

Table 3 - Number of students per 10 000 inhabitants

	5	0	100	Section.
ARGENTINA ARGENTINE			1 - 080	(
PERU PEROU		6.4	4.3	
COSTA RICA		26.0	e valer	
VENEZUELA		2.0	9.5	
CHILE		201	16.2	
URUGUAY				(
ECUADOR EQUATEUR			- 14047 - 601	i
BOLIVIA BOLIVIE		8.8		
PANAMA		14.3	212	(
DOMINICAN REP. REP. DOMINICAINE	3.87	T the	dar	H
MEXICO MEXIQUE	22.5	A.8	sar	J
NICARAGUA	13.0		11.8	V
BRAZIL BRESIL	dist.		11 2	P
COLOMBIA COLOMBIE	700		12.21	P
PARAGUAY	T		12.2	Ţ
CUBA	T		7.65	1
GUATEMALA			7.3	-
BARBADOS BARBADE		1960		ii (
EL SALVADOR	8	1300	1970	r
JAMAICA JAMAIQUE	2	1-20-10	1970	e
TRINIDAD & TOBAGO TRINITE & TOBAGO	N.81		12.0	c
HONDURAS				1 c
GUYANA GUYANE				A
HAITI			aid in Spander	(

students per 10,000 inhabitants. In 1970 Argentina was the only country in which this number exceeded 100 and in over half the countries the number was under 50. This should not, however, blind us to the changes - considerable at times - that have occurred since 1960. At that time the number of students per 10,000 inhabitants in Argentina (87) and in Uruguay (60) was very high in comparison with the other countries. Since then this gap has been considerably reduced, as a result, first, of the rapid increase in the number of students in the majority of countries and, secondly, of the limited expansion of higher education in Argentina and Uruguay.

3. Number of students in relation to the total population in the 20 to 24 year age-group (enrolment ratio)

The measures taken by the Latin American countries to develop higher education, particularly since 1965, have enabled them to increase their enrolment ratio to a marked extent (Table 4). In 1960 this was less than 5%

Country/Pays	1960	1965	1970
Argentina/Argentine	87	109	113
Barbados/Barbade	5	16	28
Bolivia/Bolivie	33	41	60
Brazil/Brésil	14	19	46
Chile/Chili	34	50	80
Colombia/Colombie	15	25	40
Costa Rica	38	48	86
Cuba	24	27	31
Dominican Republic/République dominicaine	11	19	55
El Salvador	9	14	28
Ecuador/Equateur	22	27	64
Guatemala	14	19	31
Guyane Continued and and and and and and and and and an	-	5	15
Haiti/Haiti	3	4	6
Honduras	9	11	18
Jamaica/Jamaique	6	11	23
Mexico/Mexique	22	31	49
Nicaragua	10	19	47
Panama	38	58	56
Paraguay	20	29	34
Peru/Pérou	35	68	92
Trinidad and Tobago/Trinité et Tobago	6	16	22
Uruguay	60	62	70
Venezuela	34	51	81

in all countries except Argentina (11.1%) and Uruguay (7.7%), while in 11 countries it was even under 2.5%; the progress made by 1970 can be seen from Figure 2.

Seventeen countries have, thus, at least doubled their enrolment ratios during the decade. Despite a slight decline in the enrolment ratio between 1965 (14%) and 1970 (13.8%) Argentina is, from this point of view, the country with the highest level of enrolment in Latin America. The ratio is also now fairly high in Peru (10.6%), Costa Rica (10.4%) Venezuela (9.9%), Chile (9.3%) and Uruguay (9%).

4. Distribution of student population by sex

The proportion of women among the total higher education student population varies considerably from country to country: in 1970 it ranged from 12.6% in Haiti to 46% in Panama. In nine countries (Panama, Barbados, Costa Rica, Dominican Republic, Argentina, Jamaica, Paraguay, Uruguay and Venezuela) this proportion now exceeds 40%. In seven countries women students represent 30 to 40% of the total student population and under 30% in 8 other countries (Table 5). Although there are a greater number of male students in all the countries considered, the proportion of women in higher education is increasing in relation to 1960 except in four countries: Barbados, Costa Rica, Trinidad and Tobago and Uruguay.

Table 5 also shows enrolment ratios by sex. It can be seen from this table that in 1960 the male enrolment ratio was, in 17 countries, at least twice as high as that calculated for women. Among these countries were 9 in which the ratio was at least four times as high for men as for women. These disparities have, however, decreased

Table 4 - Student population as a percentage of the total population in the 20 to 24 year age-group: enrolment ratio

Country/Pays	1960	1965	1970
TOTAL THE STATE OF	11.1	14.0	13.8
Argentina/Argentine	0.7	2.8	3.4
Barbados/Barbade	3.6	4.6	6.9
Bolivia/Bolivie	1.6	2.2	5.3
Brazil/Brésil	4.1	6.1	9.3
Chile/Chili	1.8	3.0	4.8
Colombia/Colombie	4.8	6.1	10.4
Costa Rica	2.7	3.1	3.6
Cuba Dominican Republic/République dominicain	e 1.3	2.2	6.4
	1.1	1.7	3.3
El Salvador	2.6	3.3	7.6
Ecuador/Equateur	1.7	2.4	3.6
Guatemala	CLOES	0.7	1.7
Guyane	0.4	0.4	0.5
Haiti/Haiti	1.0	1.4	2.0
Honduras	0.7	1.4	3.0
Jamaica/Jamaique	2.6	3.8	5.8
Mexico/Mexique	1.1	2.4	5.7
Nicaragua	4.6	6.9	6.5
Panama	2.6	3.4	3.8
Paraguay	4.1	8.0	10.6
Peru/Pérou	0.8	1.9	2.6
Trinidad and Tobago/Trinité et Tobago		8.4	9.0
Uruguay	7.7	6.3	9.9
Venezuela MA MA MA	4.0	0.3	3.5

Fig 2. - Student population as a percentage of the total

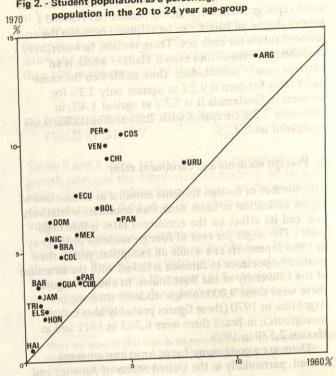


Table 5 — Male (M) and female (F) enrolment ratios and percentage of women among the student population

Country/Pays	Enrolmen Rapport o	t ratio (% de scolaris) ation (%)	er de tro		143	of tota	Lenrolmer	as percentage nt mi les effecti	
	1960	0 373-4257	196	5	1970	0 4 70	19600		10/10/10	
	M	F	M	F	M	F	1960	1965	1970	0103
1.7.2 0.8.0 1-2.8.3 4.8.0 2.V.I	1 0 2 7	A STATE OF	16.8	11.1	15.6	12.0	32	39	43	
Argentina/Argentine	14.8	7.2		1.7	3.8	3.1	57	45	46	
Barbados/Barbade	0.7	0.7	2.3	2.5	9.6	4.2	22	26	29	
Bolivia/Bolivie	5.5	1.6	6.6	1.3	6.6	4.0	28	31	38	
	2.3	0.9	3.1	4.6	11.6	7.1	37	38	38	
Brazil/Brésil	5.2	3.0	7.6		7.2	2.5	18	23	27	
Chile/Chili	2.9	0.7	4.7	1.4	11.5	9.2	44	42	44	
Colombia/Colombie	5.4	4.3	7.0	5.1		2.9	39	39	39	
Costa Rica	3.4	2.1	3.9	2.6	4.3	5.6	28	32	43	
Cuba Cuba	1.9	0.7	3.0	1.4	7.2	0.10	20	21	22*	
Dominican Republic/République dominicaine	1.7	0.4	2.7	0.7		4.6	19	22	30	
El Salvador	4.1	1.0	5.1	1.4	10.5	4.6	10	14	19	
Ecuador/Equateur	3.0	0.3	4.1	0.7	5.7	1.4	10	15	20	
Guatemala	0.0		1.2	0.2	2.8	0.7	10	12	13*	
Guyane	0.7	0.1	0.7	0.1			12	19	23*	25.10
Haiti/Haiti	1.7	0.3	2.6	0.6			17	42	44	
Honduras	1.0	0.5	1.7	1.1	H 11 67	1.00	35	18	20	
Jamaica/Jamaique ²	4.4	0.9	6.3	1.3	9.2	2.3	18	26	32	
Mexico/Mexique		0.4	3.4	1.3	7.6	3.7	19		46	
Nicaragua	1.8	4.0	7.5	6.4	7.0	6.1	43	47	42	
Panama	5.1	1.6	4.0	2.8	4.3	3.3	32	41	35	
Paraguay Classical Residence 2 (8 ST 113	3.8	2.4	10.4	5.6	13.7	7.5	29	34	35	
Peru/Pérou	5.8	0.7	2.5	1.4	3.4	1.8		37		
Trinidad and Tobago/Trinité et Tobago	0.9	The later of the l			11.0*	7.5		1100	40*	
Uruguay	9.0	6.3	8.2	4.2	11.6	8.2	31	33	41	
Venezuela 0.000 2.1- 0.0	5.3	2.6	0.2	7.2	8 10 N.			4 116		

^{1.} Number of students in relation to the population in the 20 to 24 year age-group.

2. Mona College only.

considerably in 1970 in a good many countries where the more rapid growth of female enrolment has enabled a greater degree of balance to be achieved between the enrolment ratios for each sex. There remain, however, very considerable inequalities even if Haiti — which is an extreme case — is excluded: thus, in Mexico the enrolment ratio for men is 9.2% as against only 2.3% for women; in Guatemala it is 5.7% as against 1.4%; in Colombia 7.2% compared with 2.5% and in Bolivia 9.6% compared with 4.2%.

5. Foreign students and enrolment ratio

The number of foreign students enrolled in institutions of higher education in Latin American countries is relatively low and its effect on the enrolment ratio is thus negligible. The eight per cent of foreign students in Uruguay in 1968 represents as a whole an exception, just as their relative importance in Jamaica is linked with the structure of the University of the West Indies. In absolute figures there were some 9,000 foreign students studying in Argentina in 1970 (these figures probably also include immigrants); in Brazil there were 6,763 in 1971 and in Mexico 2,539 in 1969.

There are a good many Latin American students abroad, particularly in the United States of America and

Table 6 - Distribution of student population by age-groups (as a %)

Country/P	ays	Year Année	20 years moins de 20 ans	20-24 years 20-24 ans	25-29 years 25-29 ans	30 years and over 30 ans et plus
Argentina	/Argentine TOTAL	1962 1965 1969	29.5 24.0 22.2	45.7 47.6 51.6	15.6 14.7 14.9	9.2 13.7 11.3
	University education Enseignement universitaire	1962 1965 1969	28.9 22.7 20.4	46.7 47.8 51.8	16.0 15.4 15.9	8.4 14.1 12.0
	Non-university education Enseignement non universitaire	1962 1965 1969	34.0 36.1 34.7	38.5 45.9 50.5	12.2 8.3 8.2	15.3 9.7 6.6
Chile/Chil		1971	16.0	57,1	18.0	8.8
Cuba		1971	17.0	59.3	16.5	7.2
Costa Rica	TOTAL	1966 1972	32.8 32.0	41.0 44.7		26.2
	University education Enseignement universitaire	1966 1972	28.7 31.9	40.5 42.6	13.8 15.5	17.0 10.0
	Teacher training Enseignement normal	1966 1972	51.5 32.5	43.4 57.6		5.0 9.9
Mexico/Mexico/Mexico	exique	1965 1970 ¹	20.6 26.1	54.8 54.8	18.0	6.6 9.1
Peru/Pérou	2 C 8.5 G.8 I a	1966 1969		49.2 53.0	21.5 19.8	11.8 9.4
Venezuela		1960 1965 1971	20.4	48.3 51.1 51.1	16.1 17.5 17.5	11.6 11.0 11.0

^{1.} Not including the Autononous University of Mexico.

Table 7 — Average annual growth rates of enrolment by field of study (as a %)

Country/Pays	Hu	manities/L	ettres		Education	1	Fine	arts/Beau	x-arts		Law/Droit	t
	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	10
Argentina/Argentine	10.1	16.1	4.3	17.8	24.0	11.7	0.9		No retire	1500-70	1300-03	10
Barbados/Barbade	or - au	1 - 1	11.0	6.6	5.5	7.8	0.9	-2.8	4.8	100		-
Belize	c - 13	3 - 5	- 6.6	11.5	12.0	11.0	The state of the s	TO THE	/ hadin	of Petine	Aug Tal.	
Bolivia/Bolivie (1965-68)		50	0.1			13.6		ENTS, P	S), Tiebs	KIET IS	95 65 F	
Brazil/Brésil	21.8	11.9	32.5	17.3	10.2	24.9	11.0		13.4	91446	1111	
Chile/Chili			02.0	17.0	10.2	24.9	11.8	1.0	23.7	11.5	6.8	
Colombia/Colombie	2.7	-0.1	6.7	13.1	9.4	16.8	11.2	5.1	177		Marine .	
Costa-Rica	14.3	37.7	-5.1	25.3	34.9	16.5	6.7	10.9	17.7	0.8	4.2	
Cuba	13.8	10.2	17.5	12.9	10.0	15.9	5.0	6.7	2.6	7.9	5.0	
	11.0	21.0	3.6	-8.8	4.2	-18.0	10.2		3.3	6.1	4.0	
El Salvador	6.5	4.6	8.8	1.6	1.4	1.7	10.2	1.0	18.2	-14.3	-10.5	=
Ecuador/Equateur						1.7	-	-	000 - TO 18	-0.5	8.1	
Guatemala	30.4	29.0	31.8	20.7	14.4	27.4	13.6	00	24.0	huday occ		
Guyana/Guyane	20.3							6.3	21.3	8.3	2.0	
	-	-	21.6	-			10.2	2.53		6.4	4.69	93
Honduras (1960, 65, 68)		- 80	0	14.2	9.2	17.0	-	-	mior e	-	inet.	
Mexico/Mexique	17.8	11.1	25.0		0.2		-	- Train	1000 000	7.3	9.0	
licaragua							9.1	11.1	7.0	9.3	11.2	
anama	2000				A CONTRACTOR OF THE PARTY OF TH							
araguay	0.5	4.2	-3.1	7.5	18.7	-2.6				11.9	10.4	
eru/Pérou	11.4	16.9	6.1				3.0	5.5	0.5	8.4	8.4	
	14.0	17.1	11.4	17.6	29.9	8.3	12.6	9.6	15.6	10.4	14.0	
rinidad and Tobago/Trinité et Tobago	- 10	- 5	6.1	5.0	9.4		24.0	20.3	26.0	6.1	6.1	
ruguay /1060 of oa				0.0	5.4	0.7	CBING)	20-110-1	Tuesday.	bed bei	1014	
ruguay (1960, 65, 68)	-4.1	-3.8	-4.6	- 28	- 5 -		0.0					
enezuela (1960, 64, 67)	5.7	6.5	4.8	20.0	20.0	20.0	0.9	-1.5	0.0	1.4	1.4	
OTES - Argentina - Law is included with social	autanon		112.5		20.0	20.0	10.7	9.9	11.7	7.1	12.6	

- numanities include natural sciences and the compulsory general course for first-year students,

^{2.} Not including teacher training of a non-university type.

in Europe, but their number is not large enough to change enrolment ratios significantly. It should be noted, however, that in Trinidad and Tobago the enrolment ratio calculated with the inclusion of students studying abroad is 4.2% in 1970 as against 2.6% if they are excluded; in Guyana it is 3.8% compared with 1.7%; 7.7% in Panama as against 6.5%; and 7.5% in Bolivia as against 6.9%. In all the other countries enrolment ratios change only slightly if students studying abroad are taken into consideration for calculation purposes.

6. Distribution of student population by age

Data concerning students' age are not very significant insofar as they are available in respect of seven countries only: Argentina, Chile, Cuba, Costa Rica, Mexico, Peru and Venezuela. On the basis of Table 6 it can, however, be seen that if they were to reflect the age structure of the student population, the enrolment ratios calculated in sub-sections 3 and 4 above would be distinctly lower. Although, in fact, students in the 20 to 24 year age-group constitute the majority, there are many who are under 20 or over 25 years of age. The relations between the number of students in the 20 to 24 year age-group and the total population in the same age-group¹ is, thus, for the most recent year shown in Table 6, 7% in Argentina,

6.7% in Chile, 2.4% in Cuba, 5.9% in Costa Rica and 5.2% in Venezuela.

In these seven countries students in the 25 to 29 year age-group represent 15 to 20% of the total student population and those aged 30 years or over represent more than 10% in the majority of these countries.

H. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

Tables 7 and 8 show, respectively, the average annual growth rates and the distribution of students by field of study. These two tables form the basis for the analysis of trends in each field of study in the various countries under review.

Owing to the lack of international comparable data, it has not been possible in this section to take the Dominican Republic and Haiti into consideration. In Bolivia, Honduras and Uruguay, 1968 was the most recent year for which these data were available; in Venezuela it was 1967.

 What we have in this case is an enrolment rate in respect of the population in the 20 to 24 age-group and not an enrolment ratio as defined previously.

So	cial science	es	Natural sc	iences	Consultar	Engin	eering ces de l'ing	génieur		ical scienc nces médi		1800	Agriculture	B 48
Sci	ences socia	ales	Sciences e			1960-70	1960-65		1960-70	1960-65	1965-70	1960-70	1960-65	1965-70
960-70	1960-65	1965-70	1960-70	1960-65	1965-70				-1.5	2.0	-5.0	13.6	13.3	13.9
4.3	9.0	-0.2	6.4	10.8	2.1	5.2	4.4	6.1	-1.5	2.0	9181	2-34	1-12-	- 8
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_	_	-		-	-	-	-	7.5			9.9			12.7
	2.	18.6	Dec. 10		16.7	450	14.8	16.8	10.7	5.1	16.7	14.0	17.5	10.6
20.4	16.0	25.0	28.1	14.9	42.8	15.8	14.0	10.0			400	9.6	0.0	20.1
(30.000)	1.00		0.5	-3.4	8.8	14.4	18.3	10.6	11.1	8.3	13.9	14.3	15.9	12.7
15.2	13.9	16.5	2.5	5.7	19.2	12.4	12.2	12.5	4.9	1.6	8.3	20.9	15.4	26.6
22.9	21.0	24.8	12.2			16.9	5.9	28.9	10.8	10.2	11.5	15.3	10.2	19.6
7.9	4.9	11.0	14.6	6.9	21.1	7.3	8.4	6.4	11.1	13.7		15.5	10.2	19.4
-11.7	-8.8	-13.9	-6.6	12.9	-25.7	8.7	4.7	13.6	7.0	3.4	11.4			
11.8	9.1	15.2	-0.0	12.0	200			# - TO 19	7.0	-5.6	22.1	17.4	14.1	20.7
20.5	12.8	28.7	8.2	-6.4	25.2	15.2	9.5	21.3	7.3 9.1			13.3		
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17.0	7.9	34.0	4.3	4.8	3.5	3.2	1.3	6.6	11.8	11.2	12.4	12.7	11.2	14.2
11.3	11.2	11.4	5.9	11.2	0.8	15.1	11.2	19.2	11.0	11.2			1	00.0
11.3	11.2	1	39.19				20.7	31.8	1.0	-6.7	9.4	11.8	4.1	20.0
27.3	37.9	17.5				26.2	6.1	1.0	6.5	9.8	3.3	9.7	28.8	-6.6 11.3
15.3	20.6	10.4	6.2	16.1	-2.8	3.5	16.2	13.2		-4.5	7.4	8.7	6.1	14.3
8.2	14.5	2.2	6.9	2.6	11.3	14.7	5.8	12.7		0.8	6.6	15.0	15.9	5.2
12.8	15.7	10.5	9.6	17.1	3.7		5.0	15.5			BI-	8.3	11.6	5.2
3-3	44	39.5	3-2	- g	17.3	-	0 0	10.0			F0 - 0	12.1	13.0	10.7
						1.7	8 -0.5	5.7						9.0
2.8	4.0	0.6			11.7	8.4	5.6		9.4	10.7	7.6	17.4	24.0	0.0
14.0	9.2	21.0	27.0	39.0	11.7									

Guatemala, Mexico and Paraguay — Education is included with humanities.

Uruguay — Natural sciences are included with humanities

To sell y bush to beld of study (85 a 76)

Table 8 - Distribution of students by field of study (as a %)

Country/Pays												
0.710	Year Année	Humanities Lettres	ies Education		Fine arts Beaux-arts	Law	w w w	Social	Natural sciences Sciences	Engineering Sciences de	Medical sciences Sciences	Agriculture
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	1965	10	7	9	"	, (3	99		0 4	2 =	22	2
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	1970		100	den Jeni		mus desta			o n o n o n	Ī	101	ela eco gen dell
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	2061	7	19	C		10	1 31	6	7	8	19	9
	1960	10	9 0	0.0		25	- ;	2	4	12	21	3
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Chile/Chili	1960	4	28	9		=	0		4	20	12	۷ لا
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	0/61	7	2	C		4	9113	0	2	26	12	4
		က၊	4	11		18	1		3	24	21	7
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	1970	9	2	- 0		9	den den	s E	ine in, in, in, in,	13	- 8	2 2
Ecuador/Equateur	1960	4	8	2		16	12	aq sho La	4	19	25	ו ע
	1965	6	11	5		12	15		2	20	13	7
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1970	13	13	4		0q 01 0	19	but grea	2	19	13	9
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1960	1961 1965 1970	1967	1960 1965 1970	1960 1965 1970	1960 1965 1970	1960 1965 1971	1960 1965 1970	1960 1965 1968	1960 1966 1967
Honduras	Jamaica/Jamaique ¹	Jamaica/Jamaïque ²	Mexico/Mexique	Panama	Paraguay	Peru/Pérou	Trinidad and Tobago Trinité et Tobago	Uruguay	Venezuela

Costa Rica - Humanities include natural sciences and the compulsory general course for first-year students. NOTES - Colombia, El salvador and Ecuador - Figures do not total 100, the difference being due to the (general studies) year students are not classified by field of study. Jamiaca (1) — Mona Campus only (University of the West Indies)

m + 100

- Mona Campus and College of Arts, Sciences and Technology. Uruguay - Natural sciences are included with humanities. Jamaica (2)

1. Humanities, education and fine arts

It has not been possible to consider humanities and education (teacher training) separately in Guatemala, Mexico and Paraguay. Figures for humanities in Costa Rica include the courses taken by all first-year university students as well as the natural sciences. In Uruguay data for humanities refer to the Faculty of Letters and Sciences. Furthermore, even in the case of countries which provide separate figures for humanities and education (teacher training), this distinction may not be comparable at the international level. The difficulty is that in certain countries where teacher training is provided at university, students are classified according to the subject they propose to teach, so that the heading "education" refers mainly to pedagogical studies.

(a) Humanities

If we leave aside Brazil, Guatemala, Ecuador, Mexico and Argentina, the proportion of students enrolled in the humanities sector remained stable or decreased between 1960 and 1970 (Figure 3). This is true just as much of countries where this proportion was substantial in 1960 (Barbados, Guyana, Panama, Trinidad and Tobago) as in those where it was, on the whole, modest (Honduras, Bolivia, Colombia, Cuba, Chile, Uruguay, Peru and Venezuela). As Table 7 indicates, certain of these countries have considerably reduced the annual growth rate of enrolment in this sector during the 1965-1970 period. In the case of Colombia the drop is remarkable — a negative rate of 5.1% per annum as against 37.7% per annum between 1960 and 1965. However, humanities students

in this country represent only 3% of the total student population. On the other hand, the extremely rapid growth in the number of these students between 1965 and 1970 in Ecuador (31.8% per annum), Brazil (32.5% per annum) and Guatemala has resulted in a marked increase in the proportion that this group represents.

(b) Education (teacher training)

As Figure 4 shows, Peru differs sharply from Latin American countries as a whole: students in this category represented 46 % of total enrolment in 1970 as against 30 % in 1960. Peru has, in fact, many non-universitary institutions for the training of teaching staff. Their greatest expansion, however, took place between 1960 and 1965 (Table 7) as the growth in the number of these students decreased to 8.3 % per annum between 1965 and 1970 compared with approximately 30 % per annum during the former period.

Apart from Peru it is only in Ecuador, Venezuela, Colombia and Argentina that the proportion of students in this category has grown to a marked degree between 1960 and 1970 (Figure 4). It is interesting to note in this respect that this percentage has remained stable in the majority of countries. In Cuba these students represented, in 1970, only 4 % of the total compared with 15 % in 1960 and this relative drop also reflects an absolute decrease in this group of students between 1965 and 1970 (-18 % per annum). In Trinidad and Tobago the decrease in the percentage of students enrolled in this sector is due more particularly to the recent diversification of higher education in the country.

Fig. 3 — Humanities — Percentage of students

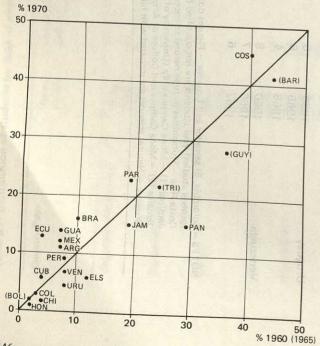


Fig. 4 - Education - Percentage of students

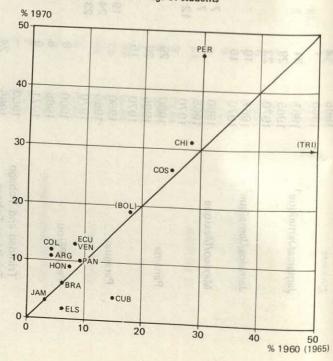
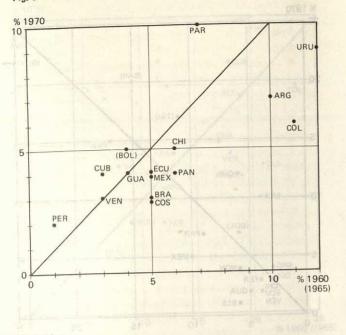


Fig. 5 - Fine arts - Percentage of students



(c) Fine arts1

With the exception of Paraguay and Uruguay where fine arts students represented, in 1970, 10 and 9 % respectively of the total student population, this proportion is fairly low in most countries (Figure 5): between 2 and 7 %. Furthermore, the percentage has fallen since 1960, except in Paraguay, Bolivia, Cuba and Peru. As Table 7 shows, the annual growth rate of students in the fine arts in these four countries was much greater between 1965 and 1970. The same fact can be in seen to a marked extent in Brazil (an annual increase of 23.7 % between 1965 and 1970, compared with 1 % during the 1960-65 period) and in Ecuador.

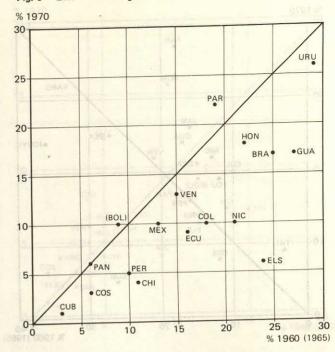
2. Law and social sciences

It has not been possible to make a separate analysis of law and social sciences in Argentina and this country is therefore shown only under the head of "social sciences". However, on the basis of available information the trends in student enrolment in these two categories have followed the general tendencies noted in most Latin American countries.

(a) Law

In 1960 law held an important, and at times predominant place in university studies in the Latin American countries: over 15 % of the total student population in ten countries. By 1970 this situation has changed markedly and Figure 6 reveals the decline in the percentage of law students. The proportion of students in this category decreased in all countries, the only notable exception being Paraguay (22 % in 1970 as against 19 % in 1960).

Fig. 6 - Law - Percentage of students



It appears, in fact, that the recent development of higher education systems in Latin America has taken the form of a wider diversification of disciplines rather than the focusing of priority attention on traditional subjects such as law. This is, at least, what emerges from Table 7 where it can be seen that annual growth rates of law students are, in general, not as high as those for other fields of study. This growth may seem considerable between 1965 and 1970 in Brazil and Ecuador in relation to the other countries; it reflects, however, the rapid expansion of the educational systems in these two countries and it is not as high as growth of enrolment in other fields of study.

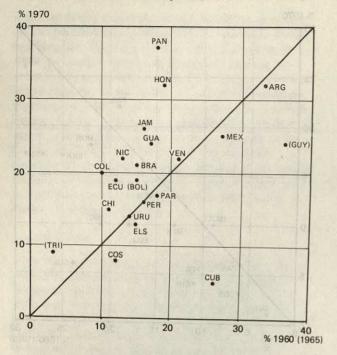
Lastly it can be seen, that the percentage of students enrolled in law studies varies considerably from one country to another. In 1970 it stood at 1 % in Cuba and 26 % in Uruguay (1968). Between these two extremes three groups of countries can be distinguished according to the percentage figure in 1970: one group (Costa Rica, Chile, Peru and Panama) where the percentage of students in this category is very low (between 3 and 6 %); a second group where it lies between 9 and 13 % (Ecuador, Bolivia, Mexico, Colombia, Nicaragua and Venezuela), and a third group (Guatemala, Brazil, Honduras and Paraguay) where it is still fairly high (between 17 and 22 %).

(b) Social sciences

The social sciences have experienced very rapid growth in many Latin American countries to judge from the

^{1.} In the case of Latin America this refers more particularly to architectural studies.

Fig. 7 - Social sciences - Percentage of students



increase in the percentage of students in this category between 1960 and 1970 (Figure 7). In certain countries such as Panama and Colombia this proportion doubled during the decade. Moreover, as Table 7 indicates, the growth rate in respect of the number of these students between 1965 and 1970 was at least 15 % per annum in half the countries under review.

It should also be noted that in a not inconsiderable number of countries — El Salvador, Uruguay, Peru, Paraguay, Venezuela, Mexico and Argentina — the percentage of students in this group barely changed between 1960 and 1970.

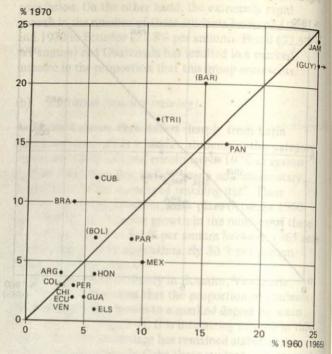
The situation of Cuba in this respect is quite exceptional in relation to the other Latin American countries. In 1961, student enrolment in the social sciences represented 26 % and in 1965 this percentage had dropped to 14 %, to be finally reduced to 5 % in 1970. The numbers of students in this group have, thus, decreased by 11.7 % per annum between 1960 and 1970.

3. Natural sciences

It is clear from Figure 8 that, with the exception of Brazil, Cuba, Panama, Trinidad and Tobago, Barbados and Jamaica, students in this category represent only a slight proportion of the total student population in the Latin American countries: between 1 and 7 % in 1970. What is more, this percentage decreased in most countries during the decade. For example, in Mexico it dropped to 5 % in 1970 as against 10 % in 1960.

A reverse tendency can be seen more especially in Brazil and Cuba. The number of students enrolled in natural sciences increased at a very considerable rate in

Fig. 8 - Natural sciences - Percentage of students



these countries between 1965 and 1970 (Table 7): 42.8% per annum in Brazil and 21.1% per annum in Cuba. These rates, which are extremely high in comparison with other fields of study, have enabled these countries at least to double the percentage of students in this group. The percentage now stands at 12% in Cuba compared with 6% in 1960 and 10% in Brazil as against 4% in 1960.

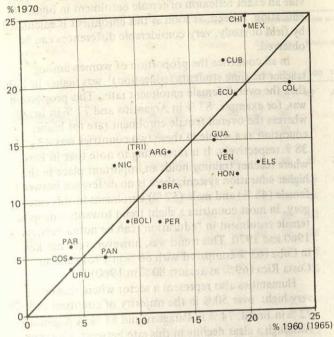
It is possible, to a greater extent than in any other field of study that variations in the definition of the natural sciences explain in part the differences between countries. It has been established that the low percentage of students in this category in some countries is due, to a certain extent, to the impossibility of distinguishing, in statistical terms, students enrolled in the natural sciences in "faculties of philosophy, sciences and letters" whose main purpose is the training of teachers. Students in these faculties are sometimes lumped together under "humanities" or split between "humanities" and "education".

4. Engineering and agriculture

(a) Engineering

As Figure 9 indicates, the proportion of engineering students increased in marked fashion between 1960 and 1970 only in Chile, Mexico, Cuba, Trinidad and Tobago (between 1965 and 1970) and Nicaragua. It is only, in fact, in these countries and in Argentina, Paraguay and Costa Rica that the rate of increase in the number of these students (Table 7) exceeded the rate of increase in the total student population (see Table 1 in section I above), during the decade. In the majority of the other countries the relative importance of this group is declining.

Fig. 9 - Engineering - Percentage of students

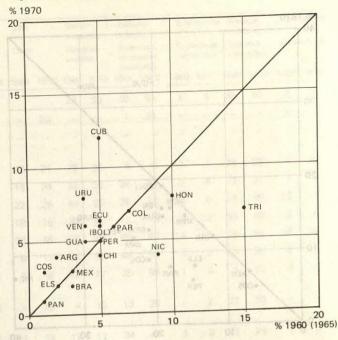


If we consider the proportion of these students in 1970 three groups of countries can be distinguished. In the first (Peru, Bolivia, Paraguay, Panama, Costa Rica and Uruguay) the proportion is very low, ranging from 4 % in Uruguay to 8 % in Peru. In Peru the relative importance of this field of study has dropped considerably. This decline took place, however, between 1960 and 1965 and from 1965 onwards a clear acceleration in the growth of enrolment can be seen since it exceeds the growth rate for total student enrolment.

In the second group of countries (Guatemala, Argentina, Trinidad and Tobago, Venezuela, El Salvador, Nicaragua, Honduras and Brazil), the proportion of engineering students in 1970 ranges from 11 to 15 % whereas in 1960 the highest and lowest percentages were 8 and 21 %. The drop in this proportion is specially marked in Honduras and El Salvador. In Brazil, where higher education expanded considerably between 1965 and 1970, engineering is not one of the fields of study that have been marked by the greatest increases: the growth rate is lower than that for the total student population. It should, however be noted that the situation between 1960 and 1965 was the reverse: the annual growth rate for engineering student enrolment (14.8 %) was half as much again as for all displines (10.2 %).

In the third group of countries (Chile, Mexico, Cuba, Colombia and Ecuador) the present proportion of engineering students is very high: 26 % in Chile, 25 % in Mexico. It has increased distinctly in these two countries and in Cuba, remained stable in Ecuador (the annual growth rate in the number of these students was equal to that for the total number of students) and is declining in Colombia (20 % in 1970 as against 24 % in 1960).

Fig. 10 - Agriculture - Percentage of students



(b) Agriculure

In 1970 the percentage of student enrolment in agriculture was under 8 % in all countries with the exception of Cuba where it increased very considerably between 1960 and 1970, the percentage rising from 5 to 12 % (Figure 10). Indeed, in comparison with other subjects, the number of students in this category has grown at a very fast rate, particularly during the 1965-1970 period: 19 % per annum (Table 7). In comparison with other fields of study, growth rates have also been considerable in Uruguay and Costa Rica, with the result that there has been a sharp increase in agriculture's share of the total student population.

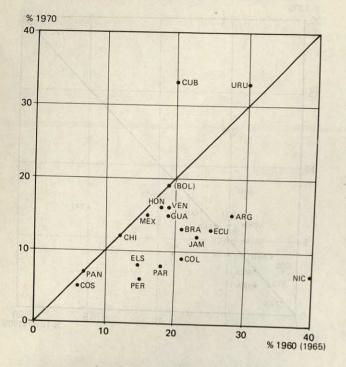
In Trinidad and Tobago and in Nicaragua there has been a marked falling away in the relative importance of agriculture during the decade.

In the majority of countries, lastly, the percentage represented by these students has remained fairly stable.

5. Medical sciences

As Figure 11 shows, the drop in the relative importance of the medical sciences is a feature common to almost all Latin American countries. Cuba and, to a lesser extent, Uruguay are the only exceptions. These two countries are still distinguished by the fact that in 1970 the proportion of students in this category was much higher (33%) than in other countries (under 20%). In Cuba the growth rate in the number of these students was extremely rapid between 1960 and 1965 (13% per annum) and also during the 1965-1970 period (9.1%) in comparison with other fields of study (see Table 7).

Fig. 11 - Medical sciences - Percentage of students



It is interesting to note that the percentage of enrolment in the medical sciences has decreased more especially in those countries where it was very high in 1960: Nicaragua, Argentina, Ecuador, Brazil and Colombia. In 1960, the proportion of students in this category exceeded 20 % in these countries, reaching even 40 % in Nicaragua. In 1970 this percentage was less than 15 % in all these countries. An equally substantial decrease can be seen in Paraguay (8 % in 1970 as against 18 % in 1960) and in Peru (6 % in 1960 compared with 15 % in 1970). In certain countries and at different periods there has also been a falling away in the number of students in the medical sciences (Figure 20): Ecuador (1960-1965), Honduras (1965-1970), Paraguay (1960-1965), Nicaragua (1960-1965) and Argentina (1965-1970).

The maintenance of a high growth rate in enrolment in the medical sciences — and more particularly in medicine properly speaking — always involves very considerable capital expenditure. This may explain to a certain extent the less rapid growth in the number of these students in some countries in relation to other fields of study. It is also possible that since the percentage of enrolment in the medical sciences was already very considerable in 1960 in many countries, as in Argentina for example, such countries have decided to encourage the expansion of other fields of study.

6. Female students by field of study

Table 9 sets out the proportion of women students in each field of study for several countries. In section I above this proportion was calculated in relation to the total

student population but it is clear that this does not provide an exact reflexion of female enrolment in higher education. Indeed, as soon as this enrolment is calculated by field of study, very considerable differences can be observed.

In all countries the proportion of women among teacher training students (education)¹ was higher in 1970 than the overall female enrolment rate. This proportion was, for example, 87 % in Argentina and 77 % in Brazil whereas the overall female enrolment rate for higher education as a whole in these two countries was 43 and 38 % respectively. It is interesting to note that in Peru, where teacher training holds an important place in the higher education system, there is no difference between female (48 %) and male (52 %) enrolment in this category. In most countries a slight trend towards a drop in female enrolment in "education" can be noted between 1960 and 1970. This trend was, however, very marked in Cuba (63 % compared with 86 % in 1961) and in Costa Rica (69 % as against 80 % in 1960).

Humanities also represent a sector where this rate is very high: over 50 % in the majority of countries in 1970, 72 % in Brazil, 74 % in Paraguay and 81 % in Argentina. Although a clear decline in this rate between 1960 and 1970 can be observed in Cuba (59 % as against 72 %) and, to a lesser extent, in Chile and Mexico, in the other countries the trend has been, as a whole, towards expansion.

In 1970 female enrolment in the medical sciences was fairly considerable in relation to other fields of study in many countries such as Chile, Cuba, Nicaragua, Paraguay and Peru. A very marked increase in this rate was recorded between 1960 and 1970 in these five countries, as well as in Argentina, Ecuador and Brazil. It has, in fact, dropped only slightly in the two countries where it exceeded 50 % in 1960: Panama and Costa Rica.

The proportion of women students in the social sciences remains fairly low in the majority of countries, the two important exceptions in 1970 being Panama (46%) and Cuba (42%). In Chile this rate fell from 44% in 1960 to 38% in 1970 and the only other decrease occurred in Costa Rica. As Table 9 indicates, the proportion of women in the student population in this category tended on the whole to increase in the other countries.

With regard to law, growth in the female enrolment rate has been a common tendency in Latin America, though in 1970, with the exception of Cuba and Uruguay, this percentage was still fairly low.

Considerable discrepancies exist in relation to female and male enrolment in engineering and agriculture. In spite of an increase in female enrolment rates in these two fields of study, they still stand at very low level: between 1 and 9% in engineering. Cuba provides a notable exception in this respect: 19% in 1970 (compared with 14% in 1961) of students enrolled in engineering were women, and in agriculture the percentage now stands at 25%. Engineering studies seem still to be more

^{1.} For the sake of convenience in this survey, we shall also employ the expression "female enrolment rate".

Table 9 - Proportion of female students by field of study (%)

(malenase	194		1000	anities	Educ	ation	Fine	arts	Law		Socia		Natu		Eng	ineering		ical	Agri	culture
Country/Pays	Total		Lettr	es	Educ	ation	Beau	x-arts	Droit		Scien	nces	Scien	nces tes et		nces de jénieur		nces icales	Agri	culture
	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970	1960	1970
Argentina/Argentine	33	43	80	81	85	87	47	46		STATE OF THE STATE	28	33	40	51	2	4	30	40	8	13
Barbados/Barbade	57	46	1	49	57	59	-	-	1201	20	-	nic i o)	b =22	24	pp tent	(0+3)	aretes	al a)	-4.74	MATE.
Belize DES	58	70	_	-	58	70	10/2	12	210	bios	1	HLL	3 W 200		neka mekan	141 ± 70	10.57	73 - 16 - 18 1	nois:	
Bolivia/Bolivie	26	28	47	56	72	68	31	26	12	21	19	21	4	5	1	2	28	28	2	10
(1965, 1968)	28	38	64	72	77	77	55	61	14	24	28	31	38	37	2	4	24	31	4	9
Brazil/Brésil	37	38	61	57	66	61	46	45	22	25	44	38	29	31	3	6	36	60	13	13
Chile/Chili	44	44	32	41	80	69	63	56	10	16	30	22	4.0		2	3	56	48	3	4
Costa Rica	33	39	72	59	86	63	33	45	34	46	32	42	60	45	14	19	28	48	19	25
Cuba	19	30	35	68	52	52	6	14	6	11	26	32	49	56	3	2	22	30	1	12
Ecuador/Equateur	14	19	57	52			10	14	7	15	12	17	35	66	1	3	5	12	3	3
Guatemala (1965,1970)		13	3,	02		And to										red b	98(3)	00		
Guyana/Guyane (1965, 1970)	15	20	28	31	-	26	-	13	-	15	4	15	13	20	1915	2	33	33	1998	N.
Mexico/Mexique			200		reops	i notic	10	10	. 11	14	17	17	34	41	1	3	21	24	3	3
(1960, 1969)	18	18	57	50	57	59	12		10	24	13	23	S Avel		2	7	28	50	-	3
Nicaragua		11.00		• • • •	• • •	15095)	40	01	4	15	44	46	28	42	201	5	58	56	4	5
Panama	43	46	62	66	73	70	12	21		26	7	21	63	64	6	6	27	54	19	10
Paraguay	32	42	60	74			59	50	17		25	25	23	33	4	9	28	50	3	4
Peru/Pérou (1960, 1971)	29	35	28	33	51	48	18	36	13	17	25	25	23	5 184	23 mi	OLUL TO	1719/			
Trinidad & Tobago/	89 99	25		48	52	52			-	26	de sell	21	nr se s pië	33	yaita yaita	1	gara. Stofa	mi	1	13
Trinité et Tobago	44	35		cc	32	11106		34		45		. 37				9		46		15
Uruguay (1968)	31	40	56	. 66	57	ELM	44		22	.,.	26		. 31		. 6		42		6	H
Venezuela	31	6	. 50			MARINE														

NOTES — Argentina — Law is included with social sciences.

Costa Rica — Humanities include natural sciences and the general course for first-year students.

Guatemala and Paraguay — Education is included with humanities.

Uruguay - Natural sciences are included with humanities.

"reserved" for men than agriculture where female enrolment rates are slightly higher and have, in certain cases, risen more sharply. Admittedly in certain countries - Peru, Nicaragua, Chile and Panama, for example - the percentage of women in the engineering student population continues to increase; it is nonetheless true that comparison between these rates and those for the humanities and education, for example, discloses considerable differences between the sexes: when the figures are broken down.

III. GRADUATES

1. Trends in the total number of graduates

Analysis of trends in the number of graduates in Latin America comes up against certain diffuculties, including some of a statistical kind. Very marked variations can be seen at times in this number from one year to another, while in certain cases the figure seems to be relatively low. If we consider this problem solely from the statistical standpoint, certain differences in the definition of the term "graduate" in Latin America may lie at the root of this situation. Statistics vary, indeed, considerably according to whether they refer to the number of "egresados", "graduados" or "titulados". A student who successfully completes his course ("egresado") is not necessarily a "titulado"; he has to prepare a thesis and the "examen de grado". As a result the number of graduates may be relatively low if only "titulados" are taken into consideration as is the case in many countries in Central America.

As stated in the Introduction, graduates are classified according to three "stages of diploma", i.e. levels of qualification obtained:

Stage A: Diplomas and certificates not equivalent to a first university degree.

Stage B: First university degrees or equivalent.

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Stage A diplomas are practically non-existent in Latin America (see statistical tables). Although numerically low, they are relatively important, nonetheless, in Jamaica, Guyana, Colombia ("carreras cortas" diplomas), Uruguay (1965) and Ecuador. The largest growth rate is recorded in Colombia: 21% per annum between 1965 and 1969, but in absolute figures the number of these diplomas amounted to only 851 in 1969.

It is obvious that the quasi-totality of the diplomas awarded are first university degrees or equivalent diplomas (Stage B)1. As Table 10 indicates, these awards have increased at very rapid rates in the majority of countries. As in the case of numbers of students, the increase in the number of graduates is also strongly marked during the final years of the decade. In Brazil between 1965 and 1970 they increased by 25% per annum compared with 4.3% per annum between 1960 and 1965. The rate was 23.4% in Chile (as against 5.8%); 21% in Ecuador (compared with 15.5%); 13.6% in Cuba (as against 8.5%), 12.2% in Venezuela (compared with 4.3%) and 10.3% in Argentina. In many cases this increase far exceeds that of numbers of students as, for example, in Argentina, Cuba and Chile. Can we conclude, in general, that there is an improvement in the internal efficiency of higher education? To reply to this question in precise detail would require more searching analysis, taking into account other factors such as new enrolments and length of studies.

The reverse tendency to that described above can be seen in Bolivia and Honduras: the growth rate in the number of Stage B degrees awarded dropped considerably from 1965 onwards.

As regards Stage C (post-graduate), very few countries mention this in their statistics. This is due more particularly to the fact that this level of studies is not - or is very little - developed in the Latin American countries. There may, perhaps, be a relation between the virtual non-existence of this level of studies and the relatively long duration (5 years on an average) of studies leading to the first university degree. It should also be added that requirements for obtaining a first university degree in certain Latin American countries are, at times, fairly similar to those normally applicable in obtaining a Stage C degree of the "master's degree" type. If we consider on the other hand what, in many higher education systems in Latin America, are termed Stage C studies, we find that this level is to all intents and purposes negligible during the decade under review. In many countries, for example Brazil, it is only from 1970 onwards that it really began to expand.

Table 10 — Average annual growth rates of Stage B degrees (first university degree or equivalent)

Country/Pays	Period/Période	Average annual rates of growth (%) Taux d'accroissement annuel
Argentina/Argentine	1960-66 1966-70	8.9 10.3
Bolivia/Bolivie	1962-65 1965-68	29.0 -5.5
Brazil/Brésil	1960-65 1965-70	4.3 25.0
Chile/Chili	1960-65 1965-70	5.8 23.4
Colombia/Colombie Costa Rica	1965-69 1965-68	10.7
Cuba	1961-65 1965-69	8.5
El Salvador	1960-65 1965-70	23.0
Ecuador/Equateur	1960-65 1965-70	15.5 21.0
Guatemala	1960-65 1965-70	16.8 Fuer 16.2
Honduras	1961-65 1965-69	39.0 4.4
Mexico/Mexique	1962-65 1965-69	10.9 11.0
Nicaragua	1965-69	25.0
Panama	1962-67	13.4
Paraguay	1960-65 1965-70	12.5 11.3
Uruguay	1960-65	6.2
Venezuela	1961-66 1966-69	4.3 12.2

2. Distribution of graduates by field of study

For the reasons already mentioned, Table 11 shows only Stage B degrees by field of study. However, the statistical tables indicate this distribution for the three stages of diploma for those countries where this is applicable.

In all countries except Paraguay, whose figures include education as well, Guyana, Trinidad and Tobago, Brazil and Panama, the percentage of graduates in the humanities did not exceed 10% either in 1960 or in 1970. Within this limit, there have been changes which differ widely according to the country in question: in Chile

In the case of certain countries such as Argentina, Mexico and Peru, it has not been possible to obtain the distribution of degrees and diplomas awarded according to their level. In such instances, for the sake of convenience and in view of the fact that the majority of these are Stage B degrees, they have all been considered as coming within this category.

Table 11 — Distribution by field of study of Stage B degrees (first university degree or equivalent) as a %

Country/Pays as in the medical countries annee 1960, lead to the torst	Year Année	Humanities Lettres	Education	Fine-arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Argentina/Argentine	1960 1970	4 8	5 20	5 4	14 13	8 14	6 3	21 10	33 25	4 3
Bolivia/Bolivie on Bdu Je	1962 1968	ow in Esquad fine and Co	2 11	1 2	24 16	10 23	065 8 <u>0</u> d 1	13 18	44 32	7
Brazil/Brésil	1960 1970	15 18	10 10	5	19 14	12 21	7 - 5	9 12	22 13	3 3
Chile/Chili	1960 1970	7 2 1959 1	25 29	3	10	8 18	1 2	14 23	27 14	4 5
Colombia/Colombie	1960 1969	5	1 16	9	16 9 (1871)	8 11	9 5	14 19	33 18	5 15
Costa Rica ¹	1965 1968	3	36 34	<u>-</u> 33	27 13	7 8	8	6	9 20	4 5
Cuba gue una nomow	1961 1969	5 7	19 13	5 1	6 2	18 9	3 9	6 27	35 26	3 6
Dominican Republic République dominicaine	1961 1969	7	26	1	21 23	27 23	bas logi.	6 6	32 15	2
El Salvador de la Sal	1960 1970	5 4	n reverse or then th	o <u>l</u>	21 15	_ 5	8 16	11 24	55 35	n biquesto or the nes
Ecuador/Equateur	1960 1970	roughourn	15 32	1 3	18 16	1 8	11 2	10 12	36 11	9
Guatemala ^{2,5} 925 Mont d	1960 1970	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 7	- 6	22 16	5 7	6	17 20	46 28	2 9
Guyane Charles to bleft y	1966 1970	39 54	dosa aus) seo brobs		_	55 27	6 19	be ad bluor	h Diel	uril <u>u</u> e id austrice
Honduras 3 med actions a	1961 1969	already desc even <u>e</u> jcate	2010118991 218 <u>1</u> 9508	sm <u>a</u>	38 33	3 10	3 14	15 18	41 23	TELTA Sector
Mexico/Mexique	1962 1969	o ser kong	1 3	5 5	11 14	8 13	11 5	22 28	35 28	5 4
Panama normanibe 16	1962 1967	25 17	31 31	4 2	9 5	10 17	7 13	2 4	8 8	3 2
Paraguay 100	1960 1970	9		3	13 11	19 13	13 11	1 2	28 10	18 10 7
Peru/Pérou ⁴	1971	igh, exceedi	41	1	10	12	ore 2 m	13 9	13 30	7
Uruguay	1960 1965	l sciences ar	he modica	8	33 20	12 8	s more is, a marked ora	6	46 29	11 3
Venezuela	1961 1969	5 9	9 19	1 2	14 12	27 17	n Parago 10, in 1960	13	21	6

humanities graduates represented 2% in 1970 compared with 7% in 1960; in Argentina and Venezuela the percentage has shown a marked increase. As regards Paraguay, humanities and education, which represented only 9% of the total number of graduates in 1960, reached 36% in 1970.

are, in general, lower than the percentages calculated for

A considerable number of graduates acquire their training with a view to taking up a teaching career; they represent 41% of the total number of graduates in the

Universities of Peru¹ and between 26 and 34% in the Dominican Republic, Chile, Panama, Ecuador and Costa Rica. This percentage increased more especially in Colombia (16% in 1969 as against 1% in 1960), in Argentina (20% in 1970 compared with 5% in 1960), in Ecuador (32% in 1970 as against 15% in 1960) and in Venezuela (19% in 1969 as against 9% in 1961). As in

^{2.} University of San Carlos only.

^{3.} University of Honduras only.

^{4.} Not including teacher training at the third level.

^{1.} Data concerning non-university teacher training institutions are not available.

the case of the humanities, the percentage is very low in Mexico, Bolivia and Guatemala.

As with numbers of students, the proportion of law graduates in the total number of graduates has decreased to a marked extent or has remained more or less stable. More up-to-date data are not available for Uruguay, but as far back as 1965 the proportion of law graduates was only 20% compared with 33% in 1960. Between 1960 and 1970 it dropped from 10 to 4% in Chile, from 27 to 13% in Costa Rica between 1965 and 1968, from 16 to 9% in Colombia between 1960 and 1969 and from 24 to 16% in Bolivia between 1962 and 1968. In 1969, however, it was still 23% in the Dominican Republic and 33% in Honduras.

On the other hand, the relative importance of the social sciences has continued to increase, and to a marked extent in Bolivia, Brazil, Chile, Honduras and Ecuador. Cuba is an important exception since the percentage of graduates in this category decreased to 9% in 1969 as against 18% in 1961. An equally marked decline can be seen, futhermore, in Paraguay (19% in 1960 and 13% in 1970) and Venezuela (27% in 1961 and 17% in 1969).

The percentage of graduates in natural sciences increased in those countries where it was fairly low in 1960 or the nearest year to that date: El Salvador, Honduras, Panama, Cuba and Brazil. It decreased, on the other hand, in countries where it was high: Paraguay, Mexico, Colombia and Ecuador. Argentina and Guatemala, where this percentage — already low in 1960 — decreased still further in 1970, should be added to this group of countries.

In 1970 (or 1969) the proportion of engineering graduates reached 28% in Mexico, 27% in Cuba, 24% in El Salvador and 23% in Chile. In these last three countries the increase has been considerable since in 1960 the figure was only 6% in Cuba, 11% in El Salvador and 14% in Chile. If Uruguay, for which no recent data are available, is disregarded, Argentina is the only country in which a very marked decline in the relative importance of engineering is recorded: 10% in 1970 as against 21% in 1960. In the other countries there is, as a whole, an increase, although not a very marked one, and the percentage continues at a low rate in Paraguay and Panama.

Graduates in agriculture who, in 1960 constituted 18% of the total in Paraguay, represented no more than 10% in 1970. The figure is under 5% in Chile, Mexico, Brazil, Argentina, Bolivia, the Dominican Republic and Panama. On the other hand it exceeds 10% in Ecuador and has increased to a marked extent in Colombia (15% in 1969 compared with 5% in 1960), Guatemala, Cuba and Venezuela.

In 1965 roughly 1 graduate out of 2 in Uruguay obtained his degree in the medical sciences. In the absence of more up-to-date information it cannot be established

if, from 1965 onwards, the relative importance of this field of study is decreasing in Uruguay as can be observed in the other Latin American countries. A decrease, in fact, in the percentage of graduates in the medical sciences has been noted in all these countries since 1960. Towards 1960 they represented over 30% of the total number of graduates in many countries: 55% in El Salvador, 46% in Guatemala, 44% in Bolivia, 41% in Honduras, 36% in Ecuador, 35% in Cuba and Mexico. 33% in Argentina and Colombia and 32% in the Dominican Republic. Reference to 1970 (or 1969) shows that this percentage has sometimes decreased considerably. It has dropped, thus, by at least half in Ecuador, Paraguay, the Dominican Republic and Chile. The decline has also been substantial in Colombia, Honduras, Guatemala, Brazil and El Salvador.

3. Proportion of women graduates

Tables 12 shows the proportion of women among students who have obtained a Stage B degree (first university degree or equivalent).

In 1970, the overall proportion of women graduates is higher than the proportion of women students (see section I above particularly in Chile (44%), Argentina (50%) and Brazil (41%). It is, on the other hand, significantly lower in Ecuador, Mexico, Peru and, more especially, in Guatemala. In the other countries included in Table 12 the two proportions are more or less equivalent.

If the proportion is considered by field of study, the discrepancies already described concerning female enrolment are even greater in the case of women graduates. The highest percentages of women occur among graduates in "education" (teacher training), the humanities and natural sciences insofar as these relate to teacher training. In Argentina 90% of "education" graduates are women and this percentage exceeds 60% in many countries. Percentages in respect of the humanities are also very high, exceeding 70% in Argentina, Brazil, Chile and Venezuela.

The medical sciences are, in many countries, a field of study in which the proportion of women among graduates is very considerable: 65% in Chile, 45% in Argentina, 43% in Peru, 42% in Cuba and 41% in Venezuela. In almost all countries, furthermore, this percentage has increased during the decade.

Percentages in law have risen in all countries but they are, in general, lower than the percentages calculated for all graduates. In the social sciences they are, on the whole, higher than the overall figures.

Lastly, in engineering, women represent under 6% of graduates in the Latin American countries, with the exception of Cuba (18% in 1969) and Bolivia (12% in 1968).

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Table 12 - Proportion of women among Stage B graduates (first university degree or equivalent) as a %

Country/Pays	Year Année	Total	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
A PRI TURA MITANDA CARA	1960	29	70	90	57	23	30	47	1	30	11
Argentina/Argentine	1970	50	87	91	46	31	41	56	4	45	9
Bolivia/Bolivie	1962 1968	19 30	33 67	- 77	21	4 13	3 47	_	12	38 37	8
Brazil/Brésil	1960 1970	36 41	71 74	81 79	62 63	11 22	37 33	45 48	1 3	25 35	3 12
Chile/Chili	1960 1970	42	83 74	63 68	25 48	15 25	55 53	25 33	1 2	48 65	10
Colombia/Colombie	1960 1966	27 25	55 50	88 55	63 22	4 15	65 31	76 60	0 2	15 29	3 2
Costa Rica ¹	1968	39	35	77	33	2	43	27	-	19	-
Cuba	1961 1969	36 37	84 48	86 71	27 40	20 35	16 33	77 39	22 18	15 42	19 31
Dominican Republic	1961 1967	29 42	63 15	- 77	_ 44	25 30	41 29	_	- 5	19 50	37 17
République dominicaine	1970	26	42	-	-	5	-	64	5	34	
El Salvador Ecuador/Equateur	1960 1970	27 24	_ 46	68 42	- 5	1 5	7 40	69 70	18	20 24	3
Guatemala ²	1960 1970	13	- 56	- 33	- 3	4 5	3	83 50	6 -	14 7	_
Guyane	1966 1970	16 20	33 29		=	_	6	_ 18	-	-	
Honduras ³	1965 1969	15 17	-	-	-	8 11	57 36	78 53	5	10 4	- 1
Mexico/Mexique	1965 1969	13 15	55 63	56 62	5 9	9	9	62 52	1 2	16 21	4
Peru/Pérou ⁴	1971	30	18	48	13	11	17	25	6	43	7
Venezuela	1961 1969	25	64 74	4 58	32 37	28 38	21 39	19 48	5 4	35 41	8

University of Costa Rica only.
 University of San Carlos only.
 University of Honduras only.
 Not including teacher training at the third level.

NORTHERN AMERICA

double the 1960 figure, and 300 in Canadapthone. I. NUMBERS OF STUDENTS ENROLLED

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

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III. GRADUATES

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F - Pamale encolment ratio

Excluding teacher training colleges, which are being gradually.

I. NUMBERS OF STUDENTS ENROLLED

This region comprises only two countries: Canada and the United States of America. During the decade, student enrolment increased at a markedly high rate: 12.6% per annum in Canada and 9% per annum in the United States (Table 1). If we take the two periods 1960-65 and 1965-70, there is no variation in this rate for the United States while Canada underwent a slight decline (12% per annum between 1965 and 1970 as against 13.2% per annum in the 1960-65 period).

Comparison of the expansion of the university and non-university sectors of education reveals that the latter is growing much faster. In Canada, between 1965 and 1970, the average growth rate of enrolment in non-university educational institutions was 19.4% per annum as against 11.3% per annum in university-type education. In the United States, during the same period, the rate was 13.6% per annum for enrolments in institutions providing two-year courses, as against 5.6% per annum in universities and institutions offering four-year courses.

It should also be noted that part-time students represent a major share of the total enrolment. In Canada, in university-type education, their numbers increased by nearly 18% per annum during the decade; their share of total university enrolment rose from 22% in 1960 to 34% in 1970. The growth rate in part-time student enrolment for all institutions of higher education in the United States was 11% per annum between 1960, when it accounted for 28% of total enrolment, and 1970, when it accounted for 31%. It is noteworthy, however,

Table 1 — Growth rates in enrolment and number of students per 10 000 inhabitants

	Canada	United States of America Etats-Unis d'Amérique
Average annual rates of growth of enrolment (%)		
Taux moyens d'accroissement ann	uol	
des effectifs d'étudiants(en %)	uei	
1960-1970	12.6	9.0
1960-1965	12.0	9.1
1965-1970	13.2	9.0
Number of students per		
10 000 inhabitants		
Nombre d'étudiants par		
10 000 habitants		
1960	110	198
1965	185	284
1970	300	414

that the proportion of part-time students is much higher in non-university education² (47% in 1970) than in university-type education (26% in 1970).

When studying the development of their higher educational systems, it is not uncommon to find the expression "mass higher education" applied to these two countries, particularly to the United States. As early as 1960 there were about 200 persons out of every 10,000 in the United States and 110 out of every 10,000 in Canada engaged in a course of higher education (Table 1). This proportion has since considerably increased and in 1970 it was 414 out of every 10,000 in the United States or double the 1960 figure, and 300 in Canada, that is, nearly three times the 1960 level. It can also be seen that the gap between the two countries has markedly diminished,

Table 2 — Student population as a percentage of the total population in the 20 to 24 year age-group: enrolment ratio

		Canada			States of Inis d'Amé	
	MF	М	F	MF	M	F
1960	16.0	19.7	12.3	32.2	40.6	23.9
1965	26.3	32.5	20.2	40.4	49.1	31.7
1966	28.4	34.8	22.0	45.5	54.6	36.3
1967	30.8	37.7	24.0	45.5	54.1	36.9
1968	31.0	37.9	24.1	47.6	56.3	38.8
1969	32.8	39.6	25.8	47.9	56.3	39.3
1970	35.5	42.1	28.8	49.2	57.3	41.0

MF - Enrolment ratio for both sexes

M - Male enrolment ratio

F - Female enrolment ratio

Table 2 shows for these two countries the enrolment ratio defined as the number of students in relation to the total population in the 20 to 24 year age-groups. Although this does not strictly speaking denote the enrolment level in as much as it does not take into account the age structure of the student population, this ratio does nevertheless reflect the wide extension of higher education in the two countries concerned. In the United States it rose from 32.2% in 1960 to 49.2% in 1970, and in Canada the advance has been even more marked, with 35.5% in 1970 as against 16% in 1960.

In 1970 the proportion of women among the total student population was 41.3% in the United States and 40% in Canada, as against 37% and 38% respectively in 1960. It will be seen from table 2, however, that the

Excluding teacher training colleges, which are being gradually incorporated in universities.

For the purposes of this study, the term institutions of a non-university type means those providing two-year courses.

enrolment ratio is higher for men than for women. Since the increase in female enrolment was slightly faster than for male enrolment, the gap between the two enrolment ratios has been somewhat reduced. Nevertheless the differences existing in 1970 are not negligible: in the United States the ratio amounts to 57.3% for men, as against 41% for women, and in Canada to 42.1% as against 28.8%.

These two countries receive a relatively large number of foreign students. In 1970 there were some 145,000 foreign students in the United States (as against 53,000 in 1960), which represents nearly 25% of the world total. Canadian universities received 7,300 foreigners in 1960 and over 22,000 in 1970. It should however be noted that, particularly in the United States, such students represent only a small fraction of the total enrolment in higher education.

The number of students abroad has been shown by Unesco surveys to be relatively high in the case of Canada: at over 15,000 in 1970, as against 8,300 in 1962. Although higher in absolute terms, the number of United States students abroad — 19,000 in 1970—is low in relation to the total national enrolment.

Particulars of the age structure of students during the decade are not available for Canada. In the United States the age distribution of undergraduates in 1970 was as follows:

Under 20 years: 45.5% 20 to 24 years: 42.5% 25 years and over: 12.0%

It will be seen that the percentage of students under twenty years old is very high, access to higher education being available at very early ages. The percentages corresponding to the two subsequent groups would be a title higher if account had been taken of post-graduate students.

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

It was not possible to obtain particulars in respect of these two countries concerning distribution of the total student population by field of study. In Canada the only data available refer to full-time students enrolled in universities and equivalent institutions. For the United States it is only possible to provide a breakdown by field of study in respect of post-graduate students, namely, those enrolled in courses leading to a higher degree (master's and doctor's degrees). Since the statistics are not comparable, they have been presented separately for Canada in Table 3 and for the United States in Table 4. The subsequent observations cannot be generalized to apply to all students and are therefore valid only in respect of the categories of students defined above.

In 1970 in Canada, 41% of full-time university students were reading humanities. However, as Table 2 shows, the rate of growth in this field of study has greatly diminished since 1965. This tailing-off is also very marked in the natural sciences with an annual growth of 9.4% between 1965 and 1970, as against 25.6% in the previous period. The proportion of medical students dropped between 1960 and 1970. The same is true of engineering, though the growth rate here was higher between 1965 and 1970 than for the previous five years. The increase in the number of social science students proceeded at the same pace during the two periods in question, and their proportion in 1970 was 9%.

The proportion of women students is highest in education (55%), medical sciences (47%), fine arts (46%) and humanities (43%).

In the United States (Table 4) most post-graduate students are in education (31%) and social sciences (24%).

Table 3 — Canada: Full-time students enrolled in universities and equivalent institutions

ore far NTC) us mu State of Access opening to detect fields to the other fields	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Dept. Comments of the Comments	1960	40	10	1	2 2	8 7	8 14	13	8 7	3 2
Distribution (%) Répartition en %	1965 1970	45 41	12 14	2	2	9	15	9	TEG AND IN	2
Average annual rates of growth of enrolment (%)	1960-70 1960-65	10.3 15.1	13.7 16.3 11.1	19.5 15.7 23.4	11.6 10.7 12.4	11.3 11.2 11.4	17.2 25.6 9.4	5.6 3.7 7.5	7.5 9.1 5.9	6.4 8.5 4.4
Taux moyens d'accrois- sement annuel (en %)	1965-70	5.6	11.1	20.1					or oll W.	A alex I r
Percentage of female students	1965 1970	37 43	54 1-55 112 b	38 46	6	24 27	18 22	anileo⊨n anileo⊨n reven a	45 47	6 10
Taux de participation féminine (%)			ma, a alsu-	2157.3	100	HE TO TOTAL	OUT OF THE PARTY IN	m) Heller	d sweet a	early)

Table 4 — United States of America: Students enrolled on courses leading to a higher degree (master's and doctor's degrees)

n mayer in 2 sa Shrkutti Kombildiri Vilo 2 li shana kali, v Shrkutti balk makana	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agricultur
Distribution (%)	1960	12	30	3	1	21	16	12	2	O isologi
Répartition en %	1965	14	28	4	1 Social Min	24	16	nit desir in	2	ORBITAL PRO
	1970	14 10 30 0	31	4	# 1000 e	24	13	8	2	gistolia
Average annual rates of	1960-70	11.1	10.4	13.3	4.4	11.4	7.4	5.9	9.3	7.0
growth of enrolment (%)	1960-65	14.2	9.6	13.9	8.3	13.5	10.1	9.4	8.8	7.8
Taux moyens d'accrois- sement annuel (en %)	1965-70	8.2	11.1	12.7	0.5	9.4	4.8	2.4	9.8	6.1

Except in the case of education and medical sciences, all growth rates between 1965 and 1970 are lower than in the previous period. This difference is particularly marked in natural sciences and in engineering. It will also be seen that the proportion of students in these two fields of study has slightly diminished .

III. GRADUATES

As already indicated, graduates are divided into three "stages of diploma", i.e. levels of qualification obtained:

Stage A: Diplomas and certificates not equivalent to a first university degree

Stage B: First university degrees or equivalent

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Unlike the situation mentioned with regard to statistics on student enrolment, data concerning the distribution of all graduates by field of study are available for both countries. It must be pointed out, however, that Stage A diplomas in the United States, consisting mainly of associate degrees, cannot be broken down by subject. Furthermore, they are taken into consideration only as of 1965. Stage A diplomas are not included in the Canadian statistics but the data now available reveal that there were some 8,000 in 1971, including over 65% in education.

Table 5 gives the growth rates in the number of graduates according to the stage of diploma obtained. It will be seen that the rate for Stage B degrees increased markedly in the United States as from 1965, while in the case of Stage C the growth rate slowed down slightly. A converse trend in Canada will be noted on comparison of the two periods 1960-65 and 1965-70.

The distribution of graduates by field of study is given in Table 6. With regard to Stage B degrees, the proportion of humanities is over 40% in Canada. On the other hand, the highest percentage in the United States occurs in the social sciences (30% in 1970). The main fields of study which have grown in relative importance between 1960

and 1970 in Canada are education (from 13 to 23%) and the natural sciences (from 8 to 12%), while in the United States a notable advance has occurred in the humanities (21% in 1970 as against 11% in 1960). The proportion of engineering and medical graduates is decreasing in both countries. In the United States this decline also concerns the natural sciences.

In the United States, Stage C degrees account for a very high proportion of the total in "education" (36% in 1970) and in the social sciences (21% in 1970). In this country, the proportion of Stage C degrees in the humanities doubled in the course of the decade, from 8% in 1960 to 16% in 1970, while the share of the natural sciences and engineering constantly declined.

In Canada the social sciences accounted for 29% of the Stage C degrees awarded in 1970, but it was the share of "education" that increased the most (15% in 1970 as against 9% in 1960). On the other hand, there was a fairly marked drop in the relative importance of the humanities and the natural sciences.

Table 7 gives the proportion of women graduates and it can be seen that, in the aggregate, it is higher at Stage B than at Stage C. In Canada this proportion has greatly increased among Stage B graduates (38% in 1970 as against 26% in 1960), while in the United States the biggest advance in this respect was at Stage C (37% in 1970 as against 29% in 1960).

This table also shows that the proportion of women among Stage B graduates is, in relation to the other fields

Table 5 — Average annual growth rates in the number of graduates, as a percentage

d) 2.67 (6)	28	Level A Niveau A	Level B Niveau B	Level C Niveau C
Canada	1960-70	Appel 3 left	13,1	16,4
	1960-65 1965-70		13,9	15,8
United States of America	3472		12,3	17,0
Etats-Unis d'Amérique	1960-70 1960-65		8,1	11,5
ique	200700000000000000000000000000000000000	11.0	6,6	12,1 10,8
	1965-70	11,0		9,8

of study, higher in humanities, education, fine arts and medical sciences. In both countries it has chiefly advanced in medical sciences, though in Canada the increase is also considerable in humanities and in education. The proportion of women graduates in the social sciences and natural sciences is under 30% but will be observed to have increased in the latter field of study. The same remarks apply to Stage C degrees.

Table 6 - Distribution of graduates by field of study, as a percentage

	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agricultur
Degrees at level B Diplômes de niveau B										
Canada	1960 1965 1970	42 47 43	13 18 23	1 1 1	4 2 3	8 7 6	8 10 12	12 6 6	10 8 5	2 2 1
United States of America Etats-Unis d'Amérique	1960 1965 1970	11 21 21	19 21 20	5 4 4	2 2 2	33 25 30	12 12 9	9 6 6	6 5 4	1 1 2
Degrees at level C Diplômes de niveau C										
Canada	1960 1965 1970	24 22 18	9 11 15	1	1	26 26 29	21 21 17	10 11 11	6 6 5	2 2 2
United States of America Etats-Unis d'Amérique	1960 1965 1970	8 16 16	37 34 36	6 4 4	1	19 19 21	14 12 10	10 10 8	2 2 2	2 1 1

Table 7 - Proportion of women graduates, as a percentage

		2010	of the State of th		Contract of the						
Country/Pays	Year Année	Total	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agricultur
Diplômes de niveau B											
Canada	1960	26	33	38	46	5	25	18		29	3
	1965	33	38	46	38	6	23	17	1	38	5
	1970	38	43	53	44	9	24	22	1	49	7
United States of America	1960	36	50	73	53	3	28	22		38	1
Etats-Unis d'Amérique	1965	40	49	75	51	4	25	26		45	3
Etats Offis a Afficilique	1970	42	51	74	52	7	28	28	1	52	5
Diplômes de niveau C											
Canada	1960	15	24	18	61	23	15	10	2	10	2
LAND ANATORY NOTE	1965	17	26	22	60		18	11	1	19	12
	1970	20	36	27	41	11	19	12	1	27	6
The state of the state of		no Boo	when a Remark	44	34	5	22	13		40	2
United States of America	A STATE OF THE STA	29	40	44	40	5	19	16	1	41	4
Etats-Unis d'Amérique	1965	31	44		30	5	20	20	1	52	5
	1970	37	50	54	30	3	20	20			

NUMBERS OF STUDENTS ENROLLED

- 1. Trends in enrolment
- 2. Number of students and total population
- 3. Number of students in relation to the total population in an 2001 possessed bigst orong very marked in Laos, Burma, Nepel and the 20 to 24 year age-group
- 4. Distribution of student population by sex
- 5. Foreign students and enrolment ratio
- 6. Distribution of student population by age

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

- 1. Humanities, education and fine arts
- 2. Law and social sciences
- 3. Natural sciences
- 4. Engineering and agriculture
- 5. Medical sciences
- 6. Female students by field of study

III. GRADUATES

- 1. Trends in the total number of graduates
- 2. Distribution of graduates by field of study
- 3. Proportion of women graduates

EXPLANATORY NOTE

- 1. No statistics are available for the People's Republic of China, the Democratic People's Republic of Korea or the Democratic Republic of Viet-Nam.
- 2. The following symbols are used in the graphs:

AFG BAH BUR HKG IND INS IRA	Afghanistan Bahrain Burma Hong Kong India Indonesia Iran		Iraq Israel Japan Jordan Khmer Republic Republic of Korea Kuwait	LAO LEB MAL MON NEP PAK PHI	Laos Lebanon West Malaysia Mongolia Nepal Pakistan Philippines	SAU SIN SRI SYR THA TUR VIE	Saudi Arabia Singapore Sri Lanka Syria Thailand Turkey Republic of Viet-Nam
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I. NUMBERS OF STUDENTS ENROLLED

1. Trends in enrolment

During the decade, the growth in numbers of students enrolled in higher education was particularly rapid in Asian countries. As Table 1 shows, the average growth rate between 1960 and 1970 exceeded 15% per annum in 8 countries; it varied between 10 and 15% in 10 countries and between 5 and 10% in 6. Only in Mongolia can any stabilization in the number of students be seen. Table 2 indicates the rates established between 1950 and 1960 for a number of countries and it will be noticed that, in general, they were considerable during that decade as well.

In some countries (Afghanistan, Burma, Hong Kong, India, Iran, Japan, Laos, Nepal and Turkey) the growth in enrolment was, in comparison with the 1960-65 period, more rapid between 1965 and 1970. This accelaration is very marked in Laos, Burma, Nepal and Hong Kong. On the other hand a decline in the growth rate can be seen in all the other countries from 1965 onwards. In certain countries such as Mongolia and Sri Lanka there is even a decrease, in absolute terms, in student numbers. Admittedly in Saudi Arabia and Lebanon, for example, the growth rate remains high (over 16% per annum) in spite of the falling away in comparison with the 1960-65 period. In other countries such as Syria, the Khmer Republic, the Philippines, Israel, Iraq and Indonesia, the rate has noticeably decreased.

Some of these trends can be explained by the differing expansion of the university and non-university sectors of education. In Mongolia the numner of university students increased, between 1965 and 1970, by 6.8% per annum whereas the absolute number of students enrolled in non-university institutions dropped by almost half. In West Malaysia between 1965 and 1970, the number of students enrolled in teacher training colleges dropped by two thirds. It is obvious that this trend depends largely on the part which the non-university sector plays in the different educational systems. In general this is relatively minor, with the sole exception of Turkey, where enrolment in this sector has in fact expended to a far greater extent than university student enrolment.

In almost all countries part-time students are not identified in the statistics. Their proportion is known only in Japan where it was approximately 17% in 1970 as against 20% in 1965.

Lastly it should be noted that although higher education institutions were set up in Bahrain and Kuwait in 1966, the annual growth rates of student enrolment in these countries are not shown in Table 1. These rates, which are extremely high (85% in Bahrain and 60% in Kuwait), are accounted for by the recent development of higher education in these two countries.

Cypriot students pursuing higher education studies are largely studying abroad; the case of Cyprus is therefore considered under sub-section 5. In the Yemen Arab Republic and in the People's Democratic Republic of Yemen higher education commenced only in 1970.

Table 1 - Average annual growth rates of enrolment in higher education (as a %)

Country/Pays	1960-70	1960-65	1965-70
Afghanistan	15.8	15.5	16.2
Burma/Birmanie	11.0	7.0	15.2
Hong-Kong	11.6	4.7	19.0
India/Inde	12.0	10.3	13.8
Indonesia/Indonésie	15.6	19.5	11.1
Iran HOUSE NO EARRAINE I	9.3	8.4	10.3
Iraq/Irak	13.2	18.3	8.4
Israel/Israël	12.8	18.1	7.8
Japan/Japon	8.7	8.4	9.0
Jordan/Jordanie	16.5	26.6	7.2
Khmer Republic/République khmère	17.3	31.0	9.3
Republic of Korea/République de Corée	7.4	7.5	7.3
Laos	14.1	7.3	21.4
Lebanon/Liban	19.5	26.0	16.0
Malaysia/Malaisie	7.7	9.5	5.9
Mongolia/Mongolie	0	7.00	-3.0
Nepal/Népal	15.5	11.8	21.0
Pakistan	11.2	12.2	10.0
Philippines 2004 - 100 -	8.6	11.9	4.7
Saudi Arabia/Arabie saoudite	20.6	22.7	18.6
Singapore/Singapour	5.0		-0.1
Republic of Sri Lanka/République du Sri Lanka	10.1		-3.0
yridii Arab Republic/République arabe syrienne	10.9	17.8	4.4
i flatiand/ i hailande		-4.4	8.7
Turkey/Turquie	10.0	0.75	11.8
Republic of Viet-Nam/République du Viêt-nam	16.2		14.1
NOTES – Jordan: Iran: Growth rates are calculated for uni and teacher training college student Statistics for other non-university it tions are available only from 1967 of Pakistan: Statistics refer to the 1960-1969 pe and it has not been possible to sepa them from data for Bangladesh.	versity ts. nstitu- onwards.		

Table 2 - Average annual growth rates of enrolment in higher education, 1950-1960 (as%)

Country/Pays	1950-60	1950-55	1955-60
Afghanistan		N.	Section 2
Burma/Birmanie	16.1	15.0	17.2
India/Inde			14.3
Indonesia/Indonésia	9.4	10.8	8.0
Iran	22.0	34.0	10.6
Iraq/Irak	13.7	12.9	14.4
Israel/Israël	9.8	2.5	17.7
Japan/Japon	11.9	14.9	8.9
Republic of Koros (B)	6.2	7.0	5.3
Republic of Korea/République de Corée Pakistan	10.5	16.7	4.7
Philippines	7.9	4.6	11.2
Syrian Arab Population	4.0	0.1	8.2
Syrian Arab Republic/République arabe syrienne Thailand/Thailande	17.6	13.6	22.0
Turkey/Turquie	5.1	2.6	7.6
. or Key/ Full quie	10.2	8.4	11.9

2. Number of students and total population

The number of students per 10,000 inhabitants varies a great deal in Asia from one country to another. In Figure 1 and Table 3 four groups of countries can be distinguished in this respect:

- (a) Three countries (Israel, Japan and the Philippines) stand out clearly from all the rest by reason of their high ratio: over 170 students per 10,000 inhabitants in 1970. This number, moreover, increased considerably between 1960 and 1970;
- (b) In five countries (Syria, Singapore, Republic of

- Korea, Hong Kong and Mongolia) the number ranges from 54 to 66 students per 10,000 inhabitants;
- (c) In a third group of countries, the ratio is also fairly low: 48 in Turkey, 44 in Iraq, 38 in Kuwait, 36 in India, 29 in Pakistan, 27 in the Republic of Viet-Nam and 26 in Iran. In these countries, however, it will be seen that the ratio has at least doubled during the decade;
- (e) The ratio is very low (under 20) in the other countries: Indonesia, Jordan, Bangladesh, Malaysia, Burma, Nepal, Lebanon, Thailand, Kmer Republic, Saudi Arabia, Sri Lanka, Afghanistan and Laos.

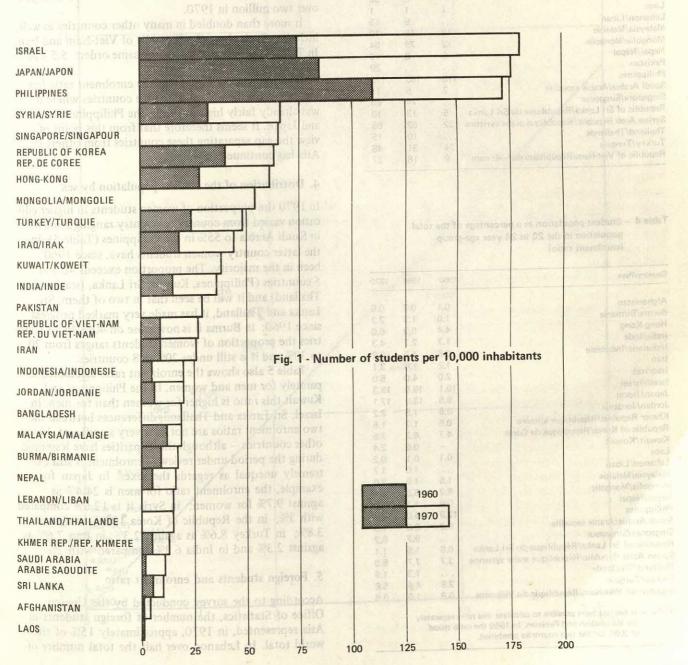


Table 3 - Number of students per 10,000 inhabitants

Country/Pays	1960	1965	1970
Afghanistan	1 10	2	4
Bangladesh		-	19
Burma/Birmanie	0	11	17
Hong-Kong	28	29	61
India/Inde	15	22	36
Indonesia/Indonésie	5	13	20
Iran	9	12	1000
Irag/Irak	18	35	26
Israel/Israël	74	I A Maria	44
Japan/Japon	85	140	180
Jordan/Jordanie	The state of the s	121	176
Khmer Republic/République khmère	6	17	20
Republic of Korea/République de Corée	5	10	13
Kuwait/Koweit	40	50	63
Laos	7	8	38
Lebanon/Liban	1	1	1
Malaysia/Malaisie		9	15
Mongolia/Mongolie	12	16	19
Nepal/Népal	72	73	54
Pakistan	5	8	16
Philippines			29
Saudi Arabia/Arabie saoudite	110	163	172
Singapore/Singapour	2	5	11
Republic of Crit Lands /D () 1 11		74	65
Republic of Sri Lanka/République du Sri Lanka	5	13	10
Syrian Arab Republic/République arabe syrienne Thailand/Thailande	32	62	66
		10	15
Furkey/Turquie	24	31	48
Republic of Viet-Nam/République du Viêt-nam	9	18	27

Table 4 — Student population as a percentage of the total population in the 20 to 24 year age-group (enrolment ratio)

Country/Pays	1960	1965	1970
Afghania			1070
Afghanistan	0.1	0.3	0.5
Burma/Birmanie Hong-Kong	1.0	1.3	2.2
India/Inde	4.4	5.3	6.6
Indonesia (I	1.7	2.7	4.3
Indonesia/Indonésie	0.6	1.5	2.2
	1.2	1.6	3.1
Iraq/Irak	2.0	4.0	
Israel/Israël	10.1	19.9	5.0
Japan/Japon	9.5	13.0	19.3
Jordan/Jordanie	0.6	1.8	17.1
Khmer Republic/République khmère	0.6	1.2	2.2
nepublic of Korea/République de Coréa	4.7		1.5
Kuwait/Koweit	7.7	6.2	7.5
Laos	0.1	0.6	2.4
Lebanon/Liban		0.1	0.2
Malaysia/Malaisie	1.5	1.0	1.7
Mongolia/Mongolie	8.2	1.9	2.0
Nepal/Népal	0.6	8.3	6.1
Philippines		1.1	1.9
Saudi Arabia/Arabie saoudite	12.9	19.0	19.7
Singapore/Singapour	0.2	0.6	1.3
Republic of Sri Lanka/République du Sri Lanta	111	9.7	8.2
Syrian Arab Republic/République arabe syrienne	0.6	1.5	1.1
Thailand/Thailande	3.7	7.7	8.0
Turkey/Turquie		1.3	1.9
Republic of Viet-Nam/République du Viêt-nam	2.9	4.4	5.6
1000	0.9	1.9	3.6

NOTE — It has not been possible to calculate this ratio separately for Bangladesh and Pakistan. In 1969 the ratio stood at 3.9% for the two countries combined.

3. Number of students in relation to the total population in the 20 to 24 year age-group (enrolment ratio)

As in the case of the preceding indicator, the disparities between Asian countries are fairly considerable in regard to the enrolment ratio as it has been defined. Although this ratio remains under 8.5% in all countries with the exception of the Philippines (19.7%), Israel (19,3%) and Japan (17.1%) its development since 1960 cannot be ignored (see Table 4 and Figure 2). Whereas in 1960 there were 16 countries where the enrolment ratio was under 2%, there were only 8 such countries in 1970. Thus in India, it more than doubled during the decade, rising from 1.7% in 1960 to 4.3% in 1970; in other terms, the number of students rose from 645,000 in 1960 to slightly over two million in 1970.

It more than doubled in many other countries as well, including Syria, Iraq, the Republic of Viet-Nam and Iran. In Turkey the increase was of the same order: 5.5% in 1970 as against 2.9% in 1960.

It should also be noted that the enrolment ratio has increased considerably in the three countries where it was already fairly high in 1960: the Philippines, Israel and Japan. It seems therefore that from this point of view the gap separating these countries from others in Asia has continued to widen.

4. Distribution of the student population by sex

In 1970 the proportion of women students in higher education varied from country to country ranging from 8.0% in Saudi Arabia to 55% in the Philippines (Table 5). In the latter country women students have, since 1960, been in the majority. The proportion exceeds 40% in 5 countries (Philippines, Kuwait, Sri Lanka, Israel and Thailand) and it will be seen that in two of them, Sri Lanka and Thailand, it has made very marked progress since 1960; in Burma it is now close on 40%. In 13 countries the proportion of women students ranges from 20 to 30% and it is still under 20% in 8 countries.

Table 5 also shows the enrolment ratio calculated separately for men and women. In the Philippines and Kuwait this ratio is higher for women than for men. In Israel, Sri Lanka and Thailand, differences between the two enrolment ratios are not now very significant. In the other countries — although the disparities have lessenred during the period under review — enrolment is still extremely unequal as regards the sexes. In Japan for example, the enrolment ratio for men is 24.4% as against 9.7% for women; in Syria it is 12.6% compared with 3%; in the Republic of Korea 10.9% as against 3.8%; in Turkey 8.6% as against 2.3%; in Iraq 7.6% as against 2.3% and in India 6.3% compared with 2%.

5. Foreign students and enrolment ratio

According to the survey conducted by the Unesco Office of Statistics, the number of foreign students in Asia represented, in 1970, approximately 15% of the world total. In Lebanon over half the total number of

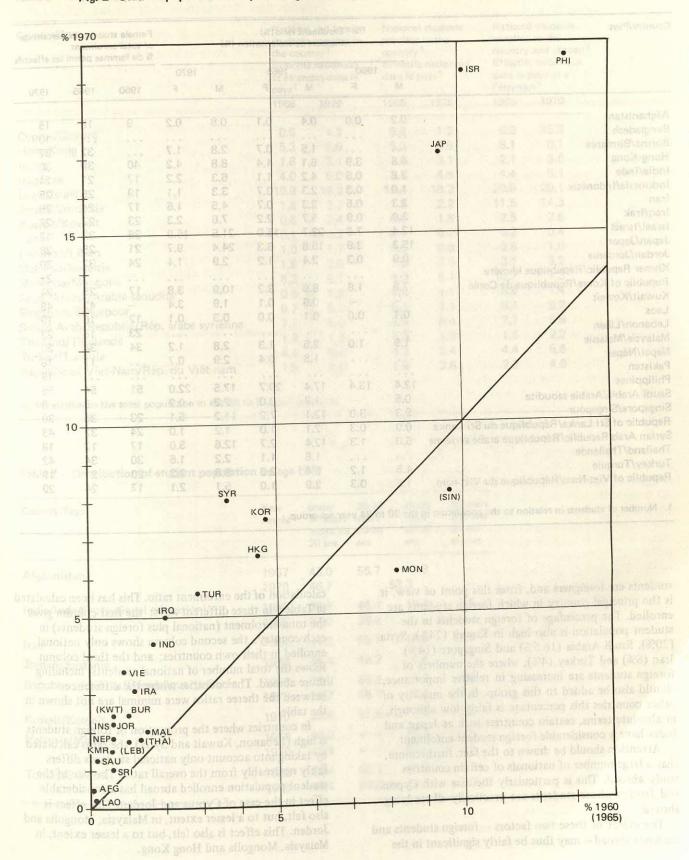


Table 5 - Male (M) and female (F) enrolment ratios 1 and percentage of women among the student population

Country/Pays			rolment r apport de :		on (%)		Female str of total er % de fema	rolment	i i Cibiral
		1960	- Marie	1965	ine timbe	1970	ullreoun	trictivit	I the
	М	F	M	F	М	pine F ()	1960	1965	1970
A61	0.2	0.0	0.4	0.1	0.8	0.2	9	19	15
Afghanistan	0.2	0.0					eral en en e	seln les	10
Bangladesh	***		1.5	0.7	2.8	1.7		32	37
Burma/Birmanie	4.8	3.9	6.1	4.4	8.8	4.2	40	39	30
Hong-Kong	2.8	0.6	4.2	1.1	6.3	2.2	17	21	24
ndia/Inde	1.0	0.8	2.3	0.7	3.3	1.1	19	25	25
ndonesia/Indonésie	2.3	0.5	2.3	0.7	4.5	1.6	17	24	26
ran	3.0	0.5	5.7	2.2	7.6	2.3	23	27	22
raq/Irak srael/Israël	12.4	7.6	23.7	15.9	21.5	16.9	36	39	42
	15.3	3.9	19.8	6.3	24.4	9.7	21	25	28
Japan/Japon Jordan/Jordanie	0.9	0.3	2.4	1.2	2.9	1.4	24	32	30
Khmer Republic/République khmère			2.4	1.2		1.4			21
Republic of Korea/République de Corée	7.8	1.6	8.9	3.2	10.9	3.8	17	25	24
Kuwait/Koweit	7.0		0.6	0.1	1.9	3.4	ces coun	42	48
Laos	0.1	0.0	0.0	0.0	0.3	0.1	12	16	19
Lebanon/Liban	0.1		0.1		0.3	A STATE OF			23
Malaysia/Malaisie	1.9	1.0	2.5	1.2	20	1.0	23	18	30
Nepal/Népal		1.0	2.5	1.3	2.8	1.2			1000000
Pakistan	* * *	***	1.8	0.4	2.9	0.7		17	18
Philippines	10.4	10.4	17.4	20.7	47.5				19
Saudi Arabia/Arabie saoudite	12.4	13.4	17.4	20.7	17.5	22.0	51	54	55
Singapore/Singapour	0.5 9.3	20	1.2	0.0	2.2	0.2	-	3	8
Republic of Sri Lanka/République du Sri Lanka	P. College	3.0	12.1	7.2	11.2	5.1	23	36	30
Syrian Arab Republic/République arabe syrienne	0.9	0.3	2.1	1.0	1.2	1.0	24	32	43
Thailand/Thailande	6.0	1.3	12.4	2.7	12.6	3.0	17	17	18
Turkey/Turquie	4 E	1.0	1.6	1.1	2.2	1.6	30	34	42
Republic of Viet-Nam/République du Viêt-nam	4.5	1.2	6.4	2.0	8.6	2.3	20	21	19
riepablic of Viet-Nami/ Republique du Viet-nam	1.5	0.3	2.9	1.0	5.1	2.1	17	24	29

^{1.} Number of students in relation to the population in the 20 to 24 year age-group

students are foreigners and, from this point of view, it is the principal country in which foreign students are enrolled. The percentage of foreign students in the student population is also high in Kuwait (24%), Syria (20%), Saudi Arabia (16.5%) and Singapore (14%). Iraq (8%) and Turkey (4%), where the numbers of foreign students are increasing in relative importance, should also be added to this group. In the majority of other countries this percentage is fairly low although, in absolute terms, certain countries such as Japan and India have a considerable foreign student enrolment.

Attention should be drawn to the fact, furthermore, that a large number of nationals of certain countries study abroad. This is particularly the case with Cyprus and Jordan whose students are practically all studying abroad.

The effect of these two factors – foreign students and students abroad – may thus be fairly significant in the

calculation of the enrolment ratio. This has been calculated in Table 6 in three different ways: the first column gives the total enrolment (national plus foreign students) in each country; the second column shows only national enrolled in their own countries; and the third column shows the total number of national students, including those abroad. The countries where the differences between the theree ratios were minimal are not shown in the table.

In countries where the proportion of foreign students is high (Lebanon, Kuwait and Syria), the ratio calculated by taking into account only national students differs fairly noticeably from the overall ratio. The size of the student population enrolled abroad has a considerable effect in the case of Cyprus and Jordan. This effect is also felt, but to a lesser extent, in Malaysia, Mongolia and Jordan. This effect is also felt, but to a lesser extent, in Malaysia, Mongolia and Hong Kong.

Table 6 - Student population as a percentage of the total population in the 20 to 24 year age on instant to necessary to the student population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age on the total population as a percentage of the total population in the 20 to 24 year age of the total population as a percentage of the total population in the 20 to 24 year age of the total population as a percentage of th

esc. three fields of study reached 70% in 1970 In the tender. Country of Students in humanities i sys (synthuc) particularly in Bangladesh, Burma, Lebanon, assistan. As Figure 3 shows, this proportion d noticeably in Malaysia (25% in 1970 as	students the cour Effectifs	and foreign enrolled in atry ¹ anationaux gers dans le	enrolled	1 s nationaux	enrolled country Effectifs	and abroad ¹ s nationaux pays et à er1
n 1960). Nepal und Lebanom. Beginning lo	1965	1970	1965	1970	1965	1970
ver. a decline (in some cases a considerable sension the sension that the sension the sension that t	0.6	1.2	0.6	1.2	6.3	15.3
prus/Chypre	0.6	6.6	5.3	6.6	8.1	8.1
ong-Kong	5.3		1.6	3.1	2.1	3.6
ran	1.6	3.1	3.8	4.6	4.4	5.1
raq/Irak	4.0	5.0	19.4	18.2	20.9	20.1
srael/Israël	19.9	19.3	1.8	2.2	11.5	14.3
ordan/Jordanie Ovel bus	1.8	2.2	0.6	1.8	2.5	2.6
uwait/Koweit	0.6	2.4	0.1	0.2	0.2	0.4
aos - it el alger begigges to boggoth (grit	0.1	0.2	0.5	0.8	0.6	1.0
ebanon/Liban	1.0	1.7	1.9	2.0	3.1	3.2
lalaysia/Malaisie	1.9	2.0	8.3	6.1	10.7	7.3
Mongolia/Mongolie	8.3	6.1		0.1	0.8	1.4
Saudi Arabia/Arabie saoudite	0.6	1.3	0.6	7.1	9.1	8.2
Singapore/Singapour	9.7	8.2	8.1	6.4	7.7	8.9
yrian Arab Republic/Rép. arabe syrienne	7.7	8.0	5.9	1.9	1.5	2.2
hailand/Thailande	1.3	1.9	1.3		4.4	5.6
halland/ I Hallande	4.4	5.6	4.2	5.4	2.2	4.0
urkey/Turquie epublic of Viet-Nam/Rép. du Viêt-nam	1.9	3.6	1.9	3.6	e without a	dy refer to
1952-69 38.5						THIS PERSON.

^{1.} In relation to the total population in the 20 to 24 year age-group

Table 7 - Distribution of student population by age (%)

Year Année	under 20 years moins de 20 ans	20-24 years 20-24 ans	25-29 years 25-29 ans	30 years and over 30 ans et plus	nor comparable with those for 19, and Pakistan He data refer to 197 tion between the two countries to statistics available for hirizeding to
1967					Called Mar period considers
1970	43.0 46.7	55.7	1.3 53.3	ed on the b	Smoral grobs have been prepar Table 9 and reference should then Table for all the nuter concenting
1960 1967	39.6 51.0	46.4 39.8	10.4	3.5 9.1	1. Humaniles education and fine
1969	14.2	55.7	18.5	11.6	
1970 1966	22.9	66.2	9.9	1.0	
1970 1970	21.2 30.8		Witness Arrange	3.8	
1966	84.9 45.4		— 15.1 — 54.6		lable 9 and Fig. 3). This percentures 1990 and it is not possible as
1968 1970	18.4 14.4		19.1	2.9	cortain trends in each of these the c Puthopines, authorities and our gother, upposent 19% of the total
	1967 1969 1970 1966 1970 1966 1970 1968 1970	1967 51.0 1969 14.2 1970 54.4 1966 22.9 1970 21.2 1970 30.8 1966 84.9 1970 45.4 1968 18.4 1970 14.4	1967 51.0 39.8 1969 14.2 55.7 1970 54.4 45.2 1966 22.9 66.2 1970 21.2 68.1 1970 30.8 57.5 1966 84.9	1960 39.8 1967 51.0 39.8 1969 14.2 55.7 18.5 1970 54.4 45.2 0.4 1966 22.9 66.2 9.9 1970 21.2 68.1 8.4 1970 30.8 57.5 7.8 1966 84.9 15.1 1970 45.4 54.6 1968 18.4 60.1 17.7 1970 14.4 63.6 19.1	1960 39.6 46.4 16.7 1967 51.0 39.8 9.1 1969 14.2 55.7 18.5 11.6 1970 54.4 45.2 0.4 — 1966 22.9 66.2 9.9 1.0 1970 21.2 68.1 8.4 2.3 1970 30.8 57.5 7.8 3.8 1966 84.9 — 15.1 — 1970 45.4 — 54.6 — 1968 18.4 60.1 17.7 3.7 1970 14.4 63.6 19.1 2.9

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electrone dura fire not wellable in all commession all the

6. Distribution of student population by age

Data on the age structure of the student population were available only for 8 countries in Asia (see Table 7). In relating the number of students to the total population in the 20 to 24 year age-group, the diversity of this structure is not taken into account. It has been established, for example, that the proportion of students under 20 years of age is not the same in these eight countries. Moreover, the variation in this structure over the years in a single country may have an important bearing on calculation of enrolment ratios by age. For example, the structure has changed considerably in Malaysia although this can be explained by the rapid decrease in the number of students receiving short-term training in teacher training institutions.

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

Tables 8 and 9 show, respectively, the average annual growth rates and the distribution of students by field of study. The analysis of trends in each field of study in the various countries under review has been prepared on the basis of these two tables.

It should be noted that the growth rates calculated for some fields of study refer to a fairly small number of students and, for this reason, only rates which appear to be significant are taken into account in the analysis. Furthermore data are not available in all countries for all the years considered. For example, in Iran data are available only from 1965 onwards and are not comparable with those for 1970; in Thailand, following the re-organization of higher education, statistics for the 1965-70 period are not comparable with those for 1960-65; for Bangladesh and Pakistan the data refer to 1970 only, as the distinction between the two countries could not be made in statistics available for preceding years; as far as India is concerned, the period considered is from 1960 to 1967.

Several graphs have been prepared on the basis of Table 9 and reference should therefore be made to this Table for all the notes concerning the data used.

1. Humanities, education and fine arts

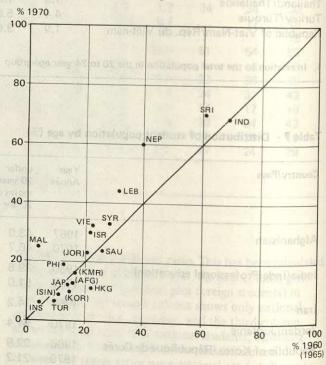
In India, the Philippines and Sri Lanka, the classification by field of study does not correspond entirely with the system used in this study. In India students enrolled in humanities, natural sciences and in most of the subjects under the head of social sciences are shown together and constitute about 70% of the total student population (Table 9 and Fig. 3). This percentage has remained stable since 1960 and it is not possible at the present time to ascertain trends in each of these three fields of study. In the Philippines, humanities and natural sciences, classified together, represent 19% of the total number of students in 1969 as against 13% in 1960. In Sri Lanka, available statistics do not distinguish the humanities from "education" (teacher training) and the social sciences. How-

ever, it can be noted that the percentage of students enrolled in these three fields of study reached 70% in 1970 as against 61% in 1960.

The percentage of students in humanities is very high (over 40%) particularly in Bangladesh, Burma, Lebanon, Nepal and Pakistan. As Figure 3 shows, this proportion has increased noticeably in Malaysia (25% in 1970 as against 4% in 1960), Nepal and Lebanon. Beginning in 1965, however, a decline (in some cases a considerable decline) can be seen in the growth rate of these enrolments (Table 8). Thus in Syria, the very rapid growth rate between 1960 and 1965 (27.6% per annum) meant that the proportion of students in this category rose from 29% in 1960 to 43% in 1965; in 1970 it is no more than 33%, as a result of a drop in the number of these students between 1965 and 1970.

In general the proportion of students in "education" (teacher training) dropped or remained stable in 1970 compared with 1960 or 1965. A decrease is particularly noticeable in countries where the figure was fairly high in 1960 or 1965 (see Figure 4).

Fig. 3 - Humanities — Percentage of students



In West Malaysia, 85% of students enrolled in 1960 were studying with a view to taking up a teaching career; in 1970, this percentage had dropped to 20%. In other countries, such as the Philippines, although this proportion is higher in 1970 than in 1960, a drop can be seen between 1965 and 1970. This is also revealed in Table 8 where the growth rate of enrolment in this category, which had been 30% per annum between 1960 and 1965 in the Philippines, was -4.5% between 1960 and 1969.

Table 8 — Average annual growth rates of enrolment by field of study (as a %)

Cour		Period Période	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
1		1965-70	10.9	26.6		9.7	3.5	11.6	25.6	13.9	39.2
	ng-Kong	1961-70 1961-66	9.8 10.7	7.7 18.0	16.7 7.6		27.0 16.0	12.6 15.0	25.0 11.3	7.5 8.2	=
		1966-70	10.7	0.6	47.0	- 7.5	41.0 17.6 ²	14.9	48.0 10.6	8.3 10.8	10.5
Ind	ia/Inde	1960-67	11.6 ¹	10.8				19.7	29.0	10.8	16.5
Ind	onesia/Indonésie	1959-71	15.6	12.6	34.0	8.3	20.0		16.0	9.9	14.7
Irac	g/Irak	1960-70	11.9		- 5	4.8	11.2	33.4 55.5	24.6	14.9	10.8
II de	4/11-411	1960-65	16.5		-	6.4	16.9 5.8	14.4	8.1	5.1	18.8
		1965-70	7.5			3.3			11.7	8.0	3.5
Isra	161/131461	1960-70	16.5	6.3	12.6	9.4	18.2 16.8	11.7 12.0	12.3	1.5	-0.6
		1960-65	20.1	16.6	18.4	18.8	19.6	11.3	11.2	14.9	7.8
		1965-70	12.9	-3.1	7.2			5.3	12.5	4.4	6.4
Jap	oan/Japon	1959-70	8.0	6.4	13.5	8. 8.		6.4	13.7	5.2	6.0
		1959-65	7.9	3.4	11.5	7.		3.9	11.0	3.5	6.8
	三大 里里尔 50 四	1965-70	9.2	15.6	17.2		m = =				
	mer Republic publique khmère	1965-70	7.7	2.8	9.2	29.43	-0.5	25.6	-5.3	22.1	_
Re	public of Korea			AND THE RESERVE OF THE PERSON	0.5	2.4	6.3	6.5	13.1	9.5	3.3
	publique de Corée	1965-70	-1.9	17.8	0.5	-2.4		0.5	Charles -	24.3	_
La	OS	1965-70	7-	30.6	-	16					7.3
	banon/Liban	1962-69	26.0	21.0	-	3.5	36.0	21.0	6.1	4.1	7.3
			28.4	-6.9	- 19	_	-	36.5	11.6	26.8	18 300
Ma	alaysia/Malaisie occidentale	1960-76	32.0	7.3	_	-	-	34.0	8.3	27.0 26.0	23.0
		1966-70	24.0	-25.0	1-10	-4-1	4	40.0	16.7		23.0
7		1965-69	33.0	-2.5	19.3	12.6	10.6	7.1	-	7.1	_
Ne	epal/Népal				6.4	3.8	7.3	1	10.5	-3.6	-1.3
Ph	nilippines	1960-69	13.6 ¹ 16.2 ¹	13.3 30.0	10.9	-0.2	2.5		16.3	-8.5	-3.2
		1960-65 1965-69	10.4	-4.5	1.1	9.1	13.6	P	3.6	3.0	1.1
				10		14.6	16.7	25.2	-	26.3	
Sa	audi Arabia/Arabie saoudite	1960-70	19.5 25.9		-	17.1	14.7	19.3		10.5	22.7
		1960-65 1965-70	13.4	43.0		12.1	18.8	31.3	29.1	44.4	22.7
				-21.0	7.8	3.6	8.8	-3.7	27.0	-3.9	6
Si	ngapore/Singapour	1966-71	-2.7	5	12 12	13.9	5	9.3	9.1	4.0	29.0
R	epublic of Sri Lanka	1960-70	9.85	5		12.3	5	7.8	15.4	9.6	40.0
R	épublique du Sri Lanka	1960-66	22.0 ⁵ 5.6 ⁵	5		16.4	5	11.6	0.3	-3.7	12.7
		1966-70		01	10 00	-0.5	17.1	15.0	23.4	15.5	42.3
	yrian Arab Republic	1960-70	12.4	0.1 3.0	易 地上的	10.3	15.4	14.9	21.3	9.0	60.0
R	lépublique arabe syrienne	1960-65	27.6 -1.0	-2.8	20.8	-10.3	18.8	15.0	25.6	22.5	
		1965-70		30.0	1.1	4.9	5.7	19.4	27.0	7.9	13.0
Т	hailand/Thailande	1967-70	12.7			_	10.0	11.6	20.1	14.6	2.2
T	urkey/Turquie	1960-70		9.1	3.3 -3.3	-1.1	10.5	11.6	11.8	13.3	2.5
	100	1960-65		16.0 2.6	10.3	1.0	9,5	11.5	29.0	15.9	1.8
		1965-70			11.7	22.0	30.0	10.4	3.3	8.7	19.1
	Republic of Viet-Nam	1960-69		8.5	12.4	21.8	42.9	11.2	-2.4	17.2	23.5
F	République du Viêt-nam	1960-65		0.5 19.3	10.8	21.0	14.0	9.5	10.7	-1.0	13.8
		1965-69	16.8	19.5	10.0						

Natural sciences are included with humanities.
 Commerce only - the other social sciences are included with humanities.

^{3.} Law and economics.

Enrolment in the social sciences rose from 133 in 1966 to 2,650 in 1970.
 Education and social sciences are included with humanities.

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Afghanistan	1965	16	7	13 20	81 1	15	-	13	12	8 5	8 2	4 0
Bangladesh	1970	44		2		4	, 90	. "	2 7	5 6	2 %	0 4
Burma/Birmanie		40	25 10 15	4	182	8:2	2 6			۷ (, ;	- (
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Indonesia/Indonésie	1959	9	28	3.8	1 -	19	17	340	. 0.0 . 0.0 . 0.0 . 0.0	6.4 9.6	14	7 4
	1965	28	7		- ო	13 0	7		7 7	16	6 6	ນ ພ
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Iraq/Irak	1965		36		1	15	20		4	6	13	4 4
	1970		31		1 3 0 0 0	7 8	19		18	1 1	11	3
		22	22	13	100	9	13	60 mm	5 7	101	0 4	ى م
	1965	30	23			9	14		13	12	က က	n -
Japan/Japon		3 -	8 8 8 9		0.8 0.8 0.8	4	71		14	13	3	fore louis icu
	1965	14	0 8			10	35	8	4	14	9	4
	1970	13	01 5 8		2	43			2 4	200	ر د	4 0
Jordan/Jordanie	1966	21	46		1962	ampr			9	0 m	n m	n m
mor Donnibilia	0.00	67	30		ela	1	31		11		4	
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République de Corée	1970	10	0 4 0 4		no segle	200	19		0 0	19	6	10
Kuwait/Koweit	1970	21	25	Jacob Ann	MEDI MAN	2 (0 0		ω (25	10	œ
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Fig. 5 - Law - percentage of steplants

Fig. 4 - "Education" - Percentage of students

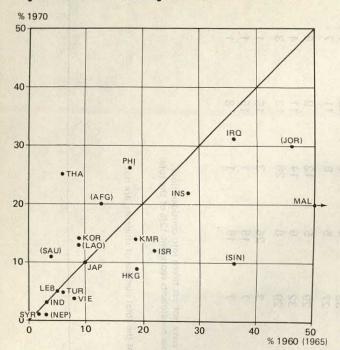
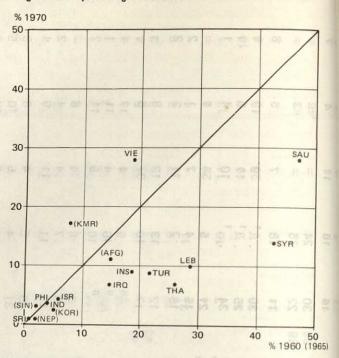


Fig. 5 - Law - percentage of students



The reverse tendency can be seen in India, Japan and the Republic of Viet-Nam where the growth of enrolment in this category was more marked from 1965 onwards.

As regards the fine arts, the proportion of students barely exceeds 2% in almost all countries.

2. Law and social sciences

The relative importance of law continues to decline in all Asian countries, the only exceptions being the Republic of Viet-Nam (28% in 1969 as against 19% in 1960) and the Khmer Republic for law and economics (17% in 1970 as against 8% in 1965). As Figure 5 shows, the proportion of students in this category is under 5% in many countries, and the same applies to Bangladesh, Iran and Pakistan. The decrease in this percentage has been very marked in Syria (14% in 1970 as against 43% in 1960), Lebanon (10% in 1969 as against 29% in 1962), Turkey (9% in 1970 as against 22% in 1960), Indonesia, Iraq and Saudi Arabia. In Thailand, before the re-organization of higher studies, law represented about 25% of the total number of students; this proportion now stands at 7%.

The proportion of students in social sciences and law is fairly stable in Japan, but is also very high: over 40% in 1970. A stabilization or decrease in this percentage can also be seen in other countries where social science students were strongly represented in 1960 (Philippines and Turkey) or in 1965 (Laos and Nepal). The same tendency is found in Thailand both before the reform of higher education (46% in 1959 and 31% in 1965) and after (33% in 1967 and 27% in 1970). The relative importance of this category appears, thus, to be increasing on the whole in

countries where it was not as high in 1960, although in Figure 6 notable exceptions such as Iraq, the Republic of Korea and Saudi Arabia can be identified. It is a fact, nevertheless, that the increase has been clearly marked in Lebanon (27% in 1969 as against 11% in 1962), Indonesia (28% in 1971 as against 17% in 1959), Syria, Israel and Hong Kong and, more recently, Malaysia. Chronological series are not yet available for Bangladesh, Iran and Pakistan but in 1970 the proportion of students in the social sciences in these three countries stood at 26, 21 and 11% respectively.

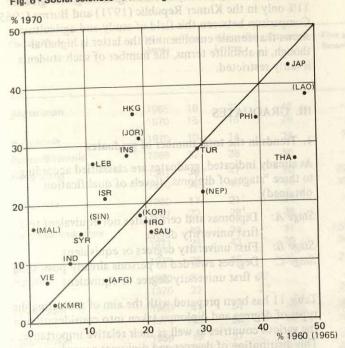
3. Natural sciences

As we have already stated, in India and the Philippines this field of study is included with humanities.

In six countries (Saudi Arabia, Lebanon. Turkey, Thailand, Japan and Indonesia), the natural sciences represent under 7% of the total student population in 1970 (see Figure 7). In 1960 this percentage was also very low in Iraq, Malaysia and Syria but a very distinct increase in these countries is shown when we take 1970 into consideration. In Iraq, for example, it rose from 4% in 1960 to 18% in 1970. The same tendency is evident in the Kmer Republic and Jordan during the 1965-70 period. In Iran the proportion of students in this category almost doubled between 1968 (12%) and 1970 (21%).

Lastly, Figure 7 establishes that the relative importance of this field of study has decreased in the countries where it exceeded 10% of the total student population in 1960 or 1965.

Fig. 6 - Social sciences - Percentage of students



4. Engineering and agriculture

Engineering has been marked by considerable development in the majority of Asian countries, as is shown in the very rapid growth rates in the numbers enrolled in this field in certain countries as, for example, Indonesia, Syria, Thailand and Turkey (Table 8). In Figure 8 we can see the increase in the percentage represented by engineering students. Thus, between 1960 and 1970, this percentage rose from 4 to 16% in Indonesia, from 4 to 11% in Syria, from 12 to 28% in Turkey and from 4 to 8% in Thailand. It is only in the Kmer Republic that this field of study has declined in appreciable fashion: 14% in 1970 as against 29% in 1960. It should, however, be noted that the percentage in the Lebanon and the Republic of Viet-Nam, already very low in 1960, has declined still for further other and is now below 2%.

As regards agriculture, the number of students seldom represents more than 5% of the total number, the percentage in many countries standing at 1 or 2% throughout the decade. A considerable increase in the percentage can be seen in Afghanistan (10% in 1970 as against 4% in 1965), Malaysia (7% in 1970 as against 1% in 1960) and Thailand (7% in 1970 as against 3% in 1959), whereas in Turkey it decreased (3% in 1970 as against 6% in 1960). In the Republic of Korea as in Pakistan the proportion of students in this field of study was 8% in 1970.

5. Medical sciences

A decline in the proportion of students enrolled in the medical sciences can be seen in the majority of Asian

Fig. 7 - Natural sciences - Percentage of students

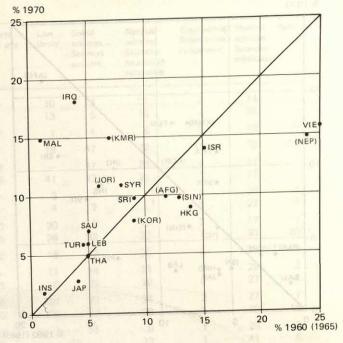
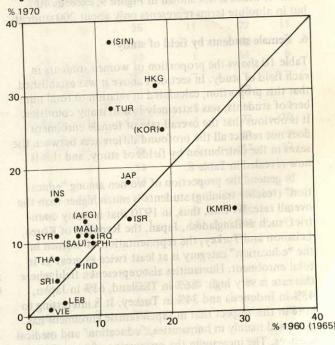
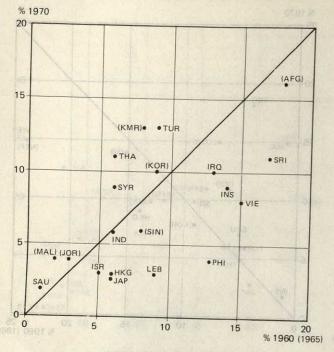


Fig. 8 - Engineering - Percentage of students



countries. In the Lebanon and the Philippines this proportion was reduced by two thirds; in Japan and the Republic of Viet-Nam, by a half (Figure 9). The only significant increase seems to occur in the Kmer Republic (13% in 1970 as against 8% in 1965), Syria and Turkey, as the relative increase in Malaysia, Jordan and Saudi Arabia involves a fairly small number of students — less than 4% of the total student population. The percentage

Fig. 9 - Medical sciences - Percentage of students



in Laos, which is not shown in Figure 9, exceeds 40% but in absolute terms represents only about 200 students.

6. Female students by field of study

Table 10 shows the proportion of women students in each field of study. In section I above it was established that this proportion, calculated in relation to total numbers of students, was extremely low in many countries. It is obvious that the overall rate of female enrolment does not reflect all the profound differences between the sexes in the distribution by fields of study, and this is now revealed in Table 8.

In general the proportion of women among "education" (teacher training) students is much higher than the overall rate. We find, thus, in 1970 that in many countries, such as Bangladesh, Japan, the Republic of Korea, Lebanon and Turkey, the representation of women in the "education" category is at least twice as great as in total enrolment. Humanities also represent a field where this rate is very high: 86% in Thailand, 61% in Japan, 43% in Indonesia and 34% in Turkey. It is interesting to note in this respect that in Japan female enrolment has increased mainly in humanities, "education" and medical sciences. The increase in the proportion of women in the last-mentioned category of studies has also been very marked in the Philippines: 81% in 1969 as against 68% in 1960. In addition to these two countries, female enrolment in medical science studies is fairly considerable in many other countries.

Although not as high, the female enrolment rate in social sciences and natural sciences frequently shows an increase, particularly in Indonesia, Iraq, Israel, the Philippines and the Republic of Viet-Nam.

The percentage is very low in engineering, rising to 11% only in the Khmer Republic (1971) and Burma (1965). Comparison between this field of study and agriculture shows that female enrolment in the latter is higher although, in absolute terms, the number of such students is fairly restricted.

III. GRADUATES

1. Trends in the total number of graduates

As already indicated, graduates are classified according to three "stages of diploma" (levels of qualification obtained):

Stage A: Diplomas and certificates not equivalent to a first university degree

Stage B: First university degrees or equivalent

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Table 11 has been prepared with the aim of indicating the types of degrees and diplomas taken into consideration in the various countries as well as their relative importance. This distribution of degrees and diplomas according to the level of qualification obtained also highlights the diversity in the structure and organization of higher education in Asia. It can be seen, furthermore, that sometimes very considerable changes occur over the years in the distribution of degrees and diplomas according to the level of qualification obtained. It is thus essential, at the international level, for the analysis to bear on each of these "stages of diploma".

It should be noted that for a certain number of countries, including Bangladesh, Indonesia, Nepal and Pakistan, data were available in respect of one year only and, as a result, it has not been possible to calculate growth rates.

Table 12 shows annual growth rates in the number of graduates, according to "stage of diploma" obtained, for several countries. Only the most significant rates have been shown in the case of Stage A and C diplomas.

Stage A diplomas play a relatively important part in Hong Kong, Japan, the Republic of Korea, Malaysia, the Philippines, Singapore and Thailand. They show very rapid development more especially in Japan from 1966 onwards, the growth rate exceeding 20% per annum compared with 10.6% per annum during the 1960-66 period. This is all the more remarkable when we see that Stage B diplomas have increased less rapidly and in more consistent fashion during the decade (7.3% per annum). The reverse tendency occurs in the Philippines where Stage A diplomas decreased in absolute terms and in Thailand were their growth was very low between 1966 and 1970).

The growth in the number of Stage B graduates accelerated from 1965 onwards particularly in Iraq, Israel, Lebanon, Thailand and Turkey. The growth rate between 1965 and 1970 in Iraq and Lebanon — over 20% per annum — appears to reflect the rapid expansion of the student population noted in these two countries during

Table 10 - Proportion of female students by field of study (as a %)

Year Many Année	Total	Lettres		Fine arts Beaux arts	Law Droit	Scienc	es es	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	sciences Sciences médicale	
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				39	11	20		25	11	22	11
1909				64	5	11	8	51	1	42	6
	24	33	51	72	4	10	8	42	1	51	6
1970	48	66	55	-	29	39		41	ek <u>u</u> nebitas	o wazalań	il di exercit
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Table 11 - Distribution of algher resusation graditions by:

Natural sciences are included with humanities.
 Universities and higher teacher training colleges.
 Education and social sciences are included with humanities

Table 11 - Distribution of higher education graduates by stage of diploma (as a percentage of the total)

Country/Pays	Year Année	Level Niveau A	Level Niveau B	Level Nivea
National Section 1997	The Salverin			
Afghanistan	1961 1969	12	100	-
		12	88	
Bangladesh	1970		95	5
Hong Kong	1961 1970	72	22	6
1-45-0-4		65	30	5
India/Inde	1960 1966	-	84 83	16 17
Indonesia/Indonésie ¹		87 81		
	1971	Z Top	69	31
Iran	1965 1970	34	100	-
Iron Itaali		34	62	4
Iraq/Irak	1960 1970	7 8	100 98	2
Israel/Israël ²		- 88		
isi dei/isi dei	1960 1970	- 10	14	26 27
Japan/Japon	1960	20		
	1970	32		2
Jordan/Jordanie	1970	53		2
Republic of Korea	1965	32	64	4
République de Corée	1970	29	66	5
Kuwait/Koweit	1970	8	91	1
Laos	1965	42	58	a in
	1971	81	19	
Lebanon/Liban	1961	6	85	9
	1969	8	82	10
Malaysia/Malaisie occidentale	1965	76	24	_
	1970	47	52	1
Nepal/Népal	1969	52	30	18
Pakistan	1969	4	79	16
Philippines	1962	23	76	1
	1968	12	87	1
Saudi Arabia/Arabie saoudite	1960	_	100	
	1970	- 200	99	1
Singapore/Singapour	1961	49	50	1
	1970	36	62	2
Republic of Sri Lanka	1960	- 1	100	_
République du Sri Lanka	1969	-	100	-
Syrian Arab Republic	1961	4	86	10
République arabe syrienne	1970	9	85	5
hailand/Thailande	1961	26	72	2
and a second	1970	15	78	7
urkey/Turquie	1969	- 2	99	1
lepublic of Viet-Nam	1960	-	97	3
épublique du Viêt-nam	1968	18	76	6

^{1.} Public universities only: student enrolment in them represents slightly more than 50% of the total number of students.

Stage A: Diplomas and certificates not equivalent to a first university degree.

Stage B: First university degrees or equivalent.

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Table 12 - Average annual growth rates in the number of graduates (as a %)

Afghanistan 1961-69 9.9 1961-65 8.2 1965-69 11.6 1961-65 8.2 1965-69 11.6 1961-65 14.4 12.0 -5.0 1965-70 38.0 10.1 22.6 1965-70 38.0 10.1 22.6 1965-70 38.0 10.1 22.6 1965-70 38.0 10.1 22.6 1965-70 15.2 1960-64 8.0 1964-70 22.0 1964-70 22.0 1964-70 22.0 1964-70 16.1 1960-65 10.8 4.7 1960-65 10.8 4.7 1965-70 17.1 25.8 1960-65 10.8 4.7 1965-70 17.1 25.8 1960-66 10.7 7.1 15.3 1966-70 17.1 25.8 1960-66 10.7 7.1 15.3 1966-70 17.1 25.8 1960-66 10.7 7.1 15.3 1966-70 17.1 25.8 1960-66 10.7 7.1 15.3 1966-70 17.1 25.8 1960-66 10.7 7.1 15.3 1966-70 21.0 7.6 10.8 1961-65 10.8 1961-65 10.8 12.3 1961-65 29.0 1961-65 29.0 1961-65 10.8 1961-70 10.8 10.8 10.8 10.8 10.8 10.8 10.8 10.	Country/Pays	Period Période	Level Niveau A	Level Niveau B	Level Niveau C
1965-69	Afghanistan	1961-69		9.9	
Hong Kong 1961-70 11.8 17.2 9.4 1961-65 -14.1 21.0 -5.0 1965-70 38.0 10.1 22.6 India/Inde 1960-66 8.0 9.3 Iran 1965-70 15.2 Iraq/Irak 1960-70 16.1 1960-64 8.0 1964-70 22.0 Israel/Israël 1960-65 10.8 4.7 1965-70 17.1 25.8 1960-65 10.8 4.7 1965-70 17.1 25.8 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1960-66 10.7 7.1 15.3 1961-65 -1.7 1965-69 12.3 1961-65 -1.7 1965-69 12.3 1961-65 36.6 1965-70 1.1 4.6 7.9 Indianal Arabia/Arabie saoudite 1960-70 22.3 1960-65 36.6 1965-70 9.4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 -0.3 11.4 Republic of Sri Lanka 1960-65 36.8 1965-70 -0.3 11.4 Republique du Sri Lanka 1960-65 36.8 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1960-6		1961-65		8.2	
1961-70		1965-69		11.6	
1961-65	Hong Kong	1961-70	11.8	17.2	9.4
India/Inde	100 mm 18 mm 26 mm	1961-65	-14.1	21.0	
Iran		1965-70	38.0	10.1	22.6
Iraq/Irak	India/Inde	1960-66		8.0	9.3
1960-64	Iran & Section 1990	1965-70		15.2	
1960-64	Iraq/Irak	1960-70		16.1	
Same		1960-64			
1960-70		1964-70		22.0	
Japan/Japon 1965-70 17.1 25.8 Japan/Japon 1960-70 14.7 7.3 13.5 1960-66 10.7 7.1 15.3 1966-70 21.0 7.6 10.8 Rep. of Korea/Rép. de Corée 1965-70 1.1 4.6 7.9 Lebanon/Liban 1961-69 12.3 1961-65 -1.7 1965-69 29.0 Malaysia/Malaisie occidentale 1965-70 0.3 28.6 Philippines 1962-68 -4.6 9.3 23.0 Saudi Arabia/Arabie saoudite 1960-70 22.3 1960-65 36.6 1965-70 9.4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 -0.3 11.4 Republic of Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-65 9.2 1965-70 16.6	Israel/Israël	1960-70		13,9	
Japan/Japon 1965-70 17.1 25.8 Japan/Japon 1960-70 14.7 7.3 13.5 1960-66 10.7 7.1 15.3 1966-70 21.0 7.6 10.8 Rep. of Korea/Rép. de Corée 1965-70 1.1 4.6 7.9 Lebanon/Liban 1961-69 12.3 1961-65 29.0 Malaysia/Malaisie occidentale 1965-70 0.3 28.6 Philippines 1962-68 —4.6 9.3 23.0 Saudi Arabia/Arabie saoudite 1960-70 22.3 1960-65 36.6 1965-70 9.4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 —0.3 11.4 Republic of Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-65 9.2 1965-70 16.6		1960-65			And the second
1960-70		1965-70		17.1	25.8
1960-66	Japan/Japon	1960-70	14.7	7.3	13.5
Rep. of Korea/Rép. de Corée 1965-70 1.1 4.6 7.9 Lebanon/Liban 1961-69 12.3 1961-65 -1.7 1965-69 29.0 Malaysia/Malaisie occidentale 1965-69 29.0 29.0 20.0 <td></td> <td>1960-66</td> <td>10.7</td> <td></td> <td>15.3</td>		1960-66	10.7		15.3
Lebanon/Liban 1961-69 12.3 1961-65 29.0		1966-70	21.0	7.6	10.8
Malaysia/Malaisie occidentale	Rep. of Korea/Rép. de Corée	1965-70	1.1	4.6	7.9
1965-69	Lebanon/Liban	1961-69		12.3	
Malaysia/Malaisie occidentale 1965-70 0.3 28.6 Philippines 1962-68 -4.6 9.3 23.0 Saudi Arabia/Arabie saoudite 1960-70 22.3 36.6 36.7 36.6 36.8 36.6 36.8 <td></td> <td>1961-65</td> <td></td> <td>-1.7</td> <td></td>		1961-65		-1.7	
Philippines 1962-68 —4.6 9.3 23.0 Saudi Arabia/Arabie saoudite 1960-70 22.3 1960-65 36.6 1965-70 9.4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 —0.3 11.4 Republic of Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6		1965-69		29.0	
Saudi Arabia/Arabie saoudite 1960-70 22.3 1960-65 36.6 1965-70 9.4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 —0.3 11.4 Republic of Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-65 9.2 1965-70 16.6	Malaysia/Malaisie occidentale	1965-70	0.3	28.6	
1960-65 36.6 1965-70 9.4		1962-68	-4.6	9.3	23.0
1965-70 9,4 Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 -0.3 11.4 Republic of Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	Saudi Arabia/Arabie saoudite	1960-70		22.3	
Singapore/Singapour 1961-70 6.0 11.9 1961-65 14.4 12.6 1965-70 -0.3 11.4 Republic of Sri Lanka République du Sri Lanka 1960-69 22.0 République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic République arabe syrienne 1961-70 7.4 République arabe syrienne 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6		1960-65		36.6	
1961-65		1965-70		9.4	
1965-70	Singapore/Singapour	1961-70	6.0	11.9	
Republic of Sri Lanka République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic République arabe syrienne 1961-70 1965-70 1965-70 1966-70 1966-70 11.6 19.4 12.7 1960-65 19.6 1960-70		1961-65	14.4	12.6	
République du Sri Lanka 1960-65 36.8 1965-69 5.8 Syrian Arab Republic République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-65 9.2 1965-70 16.6		1965-70	-0.3	11.4	
1965-69 5.8 Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6		1960-69		22.0	
Syrian Arab Republic 1961-70 7.4 République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	Republique du Sri Lanka	1960-65		36.8	
République arabe syrienne 1961-65 9.9 1965-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6		1965-69		5.8	
Thailand/Thailande 1961-70 5.4 Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	Syrian Arab Republic	1961-70		7.4	
Thailand/Thailande 1961-70 4.4 12.7 27.0 1961-66 6.6 7.7 30.0 1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	Republique arabe syrienne			9.9	
Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	The second second second	1965-70		5.4	
1966-70 1.6 19.4 25.0 Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6	Inailand/Thailande		4.4	12.7	27.0
Turkey/Turquie 1960-70 12.8 1960-65 9.2 1965-70 16.6					
1960-65 9.2 1965-70 16.6	7 1 1 2 31	1966-70	1.6	19.4	25.0
1965-70 16.6	Turkey/Turquie	and the state of t		12.8	
				9.2	
nep. of Viet-Nam/Rép. du Viêt-nam 1960-68 18.2 30.0	Pán af Mar M			16.6	
	nep. or Viet-Nam/Rép. du Viêt-	nam 1960-68		18.2	30.0

Stage A: Diplomas and certificates not equivalent to a first university degree.

First university degrees or equivalent. Stage B:

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

^{2.} Universities and equivalent institutions only.

Table 13 — Distribution by field of study of stage A diplomas (not equivalent to a first university degree) as a % give to table

Country/Pays banding 1	Year Année	Humanit Lettres	ies Education	Fine arts Beaux arts	Law Mitte Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Afghanistan	1969	19 <u>0</u> 9 as	76	edo.I_	7	24	-	7 ,	o oSb B	(b) Stage
Bahrain/Bahrein	1970	C segment	100	13KE)_	32	_	-	-	-	N. I. wiefeld
Bangladesh	1970	28	38	X1143-	bloth ye	34		31/0123817 D	annodal A	MHILE TO
Hong-Kong	1961 1970	1	99 54	2.01	ter aug centage	ed 16 to yo	n res h ect	00	ban sans	s on Hon
Iran	1970	30	3	2			8	32	12	3
Japan/Japon Japan/Japan	1960 1970	18 18	8 16	3 5	1 4	59	betrosses	10	2 8	arudi Peils se Lini
Jordan/Jordanie	1970	quigeo	78	e non	SHEE .O	10	DANIERO E RI	15	7	10
Republic of Korea République de Corée	1965 1970	6 1	31 44	5 4	largel	15 3	11 3 3 3 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	22	12	12
Kuwait/Koweit	1970	ianos.vr	38	osiba"—	- tag sid	62	or 1510 re	t oldalinza	100	F SDADANA
Laos Paral Palares son and and	1965 1971	algni di n ele azi i	34	more the Pl	- (2		3: Jest 250%	ontgates at a	38	and Palets
Lebanon/Liban	1961 1969	1 aub - 1	22 45	eg salij— Salemo	rearrow)	22	12	to somethic to something con a 7 m 0	15	2
Malaysia/Malaisie occidental	1965 1970	o sud Th	91 67	ni – mberg 1	3 / +a 70 5	10	- 1 m	2011	2 a l alus ao (4) al	9
Nepal/Népal	1969	46	nl ,ws3 st	rebnu-	, 19 towo	29	1917 23 111 1917 23 111	hese Dogram	to with	70
Pakistan Wash of	1969	19		-gradua	-10.1	29	.8881 n	6 6	13	अक्त अध
Philippines The Paleothera	1962 1968	5 4	gal m . 101	61 85	- Lagh	29 1 avi 71 at a	mbers, th	13	10	ir ai să at lo sâna
Singapore/Singapour	1961 1970	insmi-d	91 47	oq 300 2	Tests	hesc-gradu	rei Alar	46	100	di arek or Obseçanti
Syrian Arab Republic République arabe syrienne	1961 1970	the state of	enterior =	noulei-	ni 5/20 n	non) al-arA	thus 2 m	in 19 2 0 and 70. Or the c	100 15	18
Thailand/Thailande	1961 1970	3		11		176m	ni boaron	gree Et as in Malaysia, S	do 22 of	n laisea lo nob as los
Republic of Viet-Nam République du Viêt-nam	1968	2	73	1_ -r		27	ioos bas w	in 1970 lin	lo-Zapan 19% of al	Suppore.

the preceding period (1960-65). It can also be seen from Table 12 that in Sri Lanka and Syria for example, the growth rate in the number of Stage B graduates between 1965 and 1970 is very much lower than in 1960-65. This tendency was also noted in the number of students where growth was marked by a considerable decline in these two countries between 1965 and 1970 (see Section I above).

Stage C degrees and diplomas continue to increase at an appreciably higher rate than, for example, Stage B awards.

2. Distribution of graduates by field of study

(a) Stage A diplomas

As Table 13 indicates, in the majority of countries these diplomas are awarded, in the main, in respect of

teacher training studies. However, the percentage of students in this field of study has decreased in a few countries (Malaysia, the Philippines and Thailand, more especially) because of greater diversification of these diplomas. In the Philippines, for example, education represented no more than 1% of all Stage A diplomas in 1968 as against 45% in 1962, but the percentage of social science diplomas rose from 29 to 71%. In Japan, on the other hand, the proportion of education diplomas which was fairly low in 1960 (8%) doubled in 1970. In this country, in spite of a certain drop in their relative importance, it can also be seen that social science diplomas represent almost half of the total (45%). This field of study is also important in Kuwait and Bangladesh. In the latter country as well as in Nepal, Iran, Pakistan and Japan, the percentage of diplomas in humanities is relatively very high.

The proportion of engineering diplomas has increased to an, at times, very appreciable extent and, in 1970, it exceeded 30% in Hong Kong, Iran and Singapore. It is interesting to note that in Pakistan, in 1969, agriculture represented 70% of the total diplomas conferred.

Lastly, as regards the medical sciences, certain high percentages refer only to a very small number of diplomas.

(b) Stage B degrees

Table 14 shows the distribution of these degrees by field of study. Although the years to which the data refer are not the same and the trends in respect of each percentage cannot be analysed for all countries, we shall attempt to emphasize certain of the main characteristics in this distribution.

In 1969 the humanities represented almost 70% of all Stage B degrees in Sri Lanka as against 56% in 1960. The increase has also been very marked in Lebanon and Israel where the proportion of degrees in this field of study now exceeds 30%. Data available for 1970 reveal that this percentage is also high in Bangladesh (50%), Nepal (37%) and Pakistan (56%).

The relative importance of teacher training (education) is tending to drop in many countries: 11% in 1968 as against 33% in 1960 in the Republic of Viet-Nam; 3% in 1970 as against 12% in 1965 in Iran; and 8% in 1970 as against 13% in 1960 in Japan. In the Philippines, however, the proportion of these degrees — already very high in 1962 (44%) — exceeded 50% in 1968.

As in the case of student numbers, the relative importance of law degrees is declining. To verify this it suffices to note that in Syria the proportion of these graduates dropped from 42% in 1961 to 17% in 1970, in Thailand from 16% in 1961 to 3% in 1970 and in Saudi Arabia from 68% in 1960 to 39% in 1970. On the other hand the percentage of social science degrees has increased in many countries, such as Iran, Israel, Malaysia, Syria, Hong Kong and Singapore. In Japan in 1970 law and social sciences represented 45% of all degrees conferred.

The proportion of graduates in natural sciences dropped appreciably in Sri Lanka: 8% in 1969 as against 22% in 1960. In most countries, however, this percentage has, on the whole, increased, and in Iran, Israel, Iraq, Syria, the Republic of Viet-Nam and Turkey the upward trend has been very considerable. It can also be seen in Table 11 that the percentage of graduates in this field of studies varies greatly from one country to another, ranging, in or about 1970, from 1% in Indonesia to 32% in Nepal.

In Israel, engineering graduates represented 41% of the total in 1960; in 1970 they represented no more than 16%. Although percentages are lower, the drop has also been very clearly marked in Lebanon and the Republic of Viet-Nam. On the other hand the relative importance of this field of studies has increased in many countries, and more especially in Japan, Syria, Afghanistan and Hong Kong. As regards agriculture, the percentage is, in general, fairly low, except in Indonesia where it was 16% in 1971.

The proportion of degrees awarded in the medical sciences increased to an appreciable extent only in the Republic of Viet-Nam (between 1960 and 1968) and Syria (between 1961 and 1970). In Thailand very little increase was recorded. In all the other countries for which data are available, this proportion has decreased, at times to a very marked extent as, for example, in Lebanon (4% in 1969 as against 17% in 1961), Iran (9% in 1970 as against 24% in 1965), the Philippines (4% in 1968 as against 10% in 1962) and Afghanistan (11% in 1969 as against 24% in 1961).

(c) Stage C degrees

Very few of these degrees are awarded in a number of countries owing to the fact that this level of studies is not, as yet, very developed. Many of the figures set out in Table 15 thus represent only a fairly small number of graduates. (see p. 84)

The proportion of Stage C graduates in humanities and "education" is very considerable in most countries and more especially in Bangladesh, India, Nepal, Pakistan and the Philippines. It can also be seen that in certain cases the percentage of graduates in natural sciences, social sciences and medical sciences is fairly high.

In Israel, Japan and Thailand the distribution of these graduates has considerably changed during the period under review. In Israel the percentage of humanities graduates rose from 14% in 1965 to 42% in 1970 while the proportion of natural science graduates dropped from 58 to 30%. In Japan, whereas engineering has shown marked expansion (36% in 1970 as against 14% in 1960), the percentage in humanities was 12% compared with 26% in 1960. In Thailand it is the proportion of "education" graduates that has increased to a notable degree, while a considerable decline can be seen in the percentage of graduates in engineering, medical sciences and social sciences.

3. Proportion of women graduates

As was stated in Section II above, female enrolment varies considerably according to the field of study. Table 16 shows that the percentage of women graduates also varies according to the stage of diploma.

Although, generally speaking and irrespective of the level of qualification obtained, the proportion of women is higher in "education" (teacher training), humanities and medical sciences, the differences between the sexes become more marked in certain cases when the level of qualification is taken into consideration. The example of Japan reveals, in this regard, a deep-seated, almost extreme disparity between the two sexes: in 1970 the proportion of women was 82% among Stage A graduates, 20% for Stage B and 8% for Stage C. In social sciences 89% of Stage A graduates are women whereas they represent only 9% for Stage B. Differences are just as marked in medical sciences, although the proportion of women among Stage B graduates increased considerably between 1960 and 1970. It can, however, be seen that

Table 14 — Distribution by field of study of stage B degrees (first university degrees or equivalent) as a %

Country/Pays	Year Année	Humanities Lettres	Education	Fine arts Beaux arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Afghanistan	1961 1969	23 22	_ 18	_	20 21	10 6	11 8	2 8	24	10 5
Bangladesh	1970	50	2		2	28	16	1	1	_
Hong-Kong	1961	59	9 L	2	DJ -1	2	17	6	14	-
Hong-Kong	1970	30		4		26	20	11	10	_
India/Inde	1960	62 ¹	12	_	5	10	1	5	3	2
	1966	44	12	-	4	9	21	5	3	3
Indonesia/Indonésie ²	1971	2	33	312 S	10	22	1	10	6	16
Iran	1965	27	12	1	6	7	6	12	24	5
	1970	22	3	4	3	28	16	12	9	4
Iraq/Irak	1960	25	16	3 T S	9	8 3	6	13	12 9	7 5
000	1970	46 ³			8		16	15		5
Israel/Israël ⁴	1960 1970	19 31	_	1	5	19 25	5 16	41 16	6	2
long / longs	1960	14	13	2	11	33	3	14	6	5
Japan/Japon	1970	13	8	2		45	3	20	4	4
Jordan/Jordanie	1970	33		_	_	55	12		1	100 SE
Republic of Korea	1965	15	9 7 8	4 4	8	28	6	15	9	7
République de Corée	1970	12	10	4	5	25	8	19	8	9
Kuwait/Koweit	1970	21	32	-	7	31	10	-	- 5	- v
Laos	1965	- 19	n so	-	200	100	0.5	100 m	- 5	_
	1971	-	1-1-10	19 15-		100	-F2 M	19.02	- 11	-
Lebanon/Liban	1961	16	5	1	17	21	9	11	17	3
	1969	43	8	3	11	21	7	3	4	1
Malaysia/Malaisie occidentale		51	17		200 kg = 2	- C1E - E	24 23	5	4	4 2
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Nepal/Népal	1969	37	6	- T	7	18		3	3	1
Pakistan	1969	56	12	-	5	8	12			2
Philippines	1962	7	53	1	5	23 25	2 2	6 5	10	1
	1968	7	53		68	_		100		_ 8
Saudi Arabia/Arabie saoudite	1960	32 25	10		39	10	7	4	2	2
Singapore/Singapour	1961	32	16	dade de	3	0 080 2	26	2	12	- 2
Singapore/Singapour	1970	20	11	1	3	24	28	5	8	- 2
Republic of Sri Lanka	1960	56	92 5	9 98	218	8 - 9	22	5	14	1 8
République du Sri Lanka	1969	67	3	9 9	2	5	8	5	8	1
Syrian Arab Republic	1961	29	5	_	42	10	6	2	6	7 8
	1970	28	-	2	17	15	13	8	13	4
Thailand/Thailande	1961	5	23	2	16	26	5 4	7	11 13	5
	1970	7	27	2	7	26			12	7
Turkey/Turquie	1960	3	13	3	11 9	31 32	9	16 17	9	3
三	1970	8	12		19	32	4	12	18	
	1960 1968	8 14	33 11	7 4	20	5	10	4	29	4

^{1.} Natural sciences are included with humanities.

Public universities only: students enrolled in them represent slightly more than 50% of the total number.
 Education and social sciences are included with humanities.
 Universities and equivalent institutions only.

Table 16 — Proportion of women graduates (as a %)

A 16 16 27 - 22 - 17 8 18 18 2 2 3 4 1 2 2 1 19 19 19 19 19 19 19 19 19 19 19 19 1	Country/Pays	Year	Level of	f Total	Humanities	Education	Fine arts		Social	Natural	Engineering	Medical	Agriculture
Afghanistan 1969 A 18 — 22 — — 5 —	81 0	Année	degree of diploma Niveau of diplome	or du	Lettres		Beaux- arts	Droit	sciences Sciences sociales	sciences Sciences exactes et naturelles	Sciences de l'ingénieur	sciences Sciences médicales	
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Hong Kong 1970 A 38 50 67 — — — — — — — — — — — — — — — — — —	Bangladesh	1970	4	16	16	27	1	1	4	1	1	1	1
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Hong Kong 1970 A 38 50 67 - 17 10 1 B 33 51 6			ပ	6	25	15	1	1	1	8	I	64 64 1	1
India/Inde	Hong Kong	1970	A	38	20	67	1	1	17	10	,	1	1
India/Inde 1966 B 25 36 33 41 4 2 22 1			8	33	51	1	26	1	42	20	. 1	23	1
India/Inde 1966 B 25 36 33 41 4 2 22 22 1 Indonesia 1971 B 24 30 33 51 2 1 19 19 Indonesia 1971 B 24 32 36 - 20 22 38 7 Indonesia 1970 A 29 34 30 20 - 30 27 18 Iran 1960 B 21 24 24 30 20 - 30 27 Inad/Irak 1960 B 24 38 - - 24 30 6 Inad/Irak 1960 B 24 38 - - 23 24 30 6 Israel/Israël 1960 B 20 50 - - 23 24 38 Israel/Israël 1970 B 43 30 - - 23 24 38 Israel/Israël 1970 A 68 81 94 75 19 73 100 Inad/Irak 1970 A 82 97 98 93 Republic of Korea 1970 A 46 87 58 République de Corée B 24 41 61 74 31 Inad/Irak 1960 A 68 7 7 Inad/Irak 1960 A 68 7 7 Inad/Irak 1960 A 68 7 Inad/Irak 1960 A 7 Inad/Irak 1960 A 7 Inad/Irak 1960 A 7 Inad/Irak 1960 A			O	36	18	46			33	18	01 3 85 5 1 88	1	1
Indonesia 1971 B	India/Inde	1966	В	25	36	33	41	4	2	22	,	25	1
Indonesia 1971 B 24 32 30 — 20 22 38 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			ပ	24	30	33	51	2	-	19	. 1	25	-
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1960 B 24 38 13 14 30 - 1			8	27	45	21	34	14	24	30	9	24	0 6
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Table 15 - Distribution by field of study of stage C degrees (higher university degrees or equivalent)

Country/Pays	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
Bangladesh	1970	58	6	4-04	-	8	25	-	-	1
Hong Kong	1961 1970	2 20	69 61	- 1	_	6 8	22 6	3	1	=
India/Inde	1966	62	2	OFF	1	8	18	1 2 0	5	3
Indonesia/Indonésie ¹	1971	2	27	-	16	21	1	5	20	6
Iran	1970	20	18	1	4	34	. 8	3	9	3
Iraq/Irak	1970	412	2	1 5 5 5	2	2	30	2 10 to to	19	8
Israel/Israël ³	1965 1970	14 42	- 15 Or or		- 1	3 11	58 30	12 9	7	6 4
Japan/Japon	1960 1970	26 12	3 3	g 1 8 =	8	13	16 13	14 36	14 14	6 7
Republic of Korea République de Corée	1965 1970	18 11	2 15	2 3	13	28 31	1	12 7	20 20	5 5
Lebanon/Liban	1961 1969	20 26	18 50	변 <u>구 원</u> 안	5	31 2	13	- 2	1 - 2	18
Malaysia/Malaisie occident	ale 1970	35	14	-	-	5	27	5		14
Nepal/Népal	1969	75	15	A - 00 TO	-300	1	9	0 - 5 -	0-90	at a p
Pakistan	1969	68	5		-	3	20	- W W W	1	3
Philippines	1962 1968	27 27	38 33	1/2	3	20 25	2 5	6	3 2	1 6
Singapore/Singapour	1961 1970	17	5	8 12 18	8	11	58 21	14	17	#48
Syrian Arab Republic République arabe syrienne	1970	-	100	-	-	-		-	-	-
Thailand/Thailande	1961 1970	5	2 36	8 5 8 8	1	35 28	4	22	31	2 - 8
Turkey/Turquie	1969	11	1	-	4	34	2	5	40	3
Republic of Viet-Nam République du Viêt-nam	1968	8	3 7 3	2 5 8 8	49	36	7	(T 0 8	2788	420

^{1.} Public universities only.

this increase applies mainly to this field of study and to humanities and "education".

In the Philippines women graduates are in the majority: over 60% of the total for each stage of diploma. If distribution by field of study is examined it can be seen that for all three stages of diploma the proportion of women is everywhere high except in law, engineering and agriculture; in the medical sciences, it exceeds 70%. In Thailand the overall proportion of women graduates is high and appreciably the same at all levels, but there are disparities between the sexes in distribution by field of study.

Since in Pakistan Stage A diplomas are awarded mainly in agriculture where female enrolment is nil, the proportion of women graduates is rendered extremely low in overall terms (5%).

In Table 5 (Section I) above it was seen that female enrolment in higher education had made virtually no progress in certain countries, such as Iraq, Syria and Turkey. This situation is reflected in the proportion of women graduates which has dropped slightly in these three countries. On the other hand this proportion has increased considerably in countries such as, for example, Israel and Sri Lanka where the number of women students has grown very rapidly.

^{2.} Education and social sciences are included with humanities.

^{3.} Universities and equivalent institutions only.

- 1. Trends in enrolment
- 2. Number of students and total population (1995) 200 (2005) 200 (2005)
- 3. Number of students in relation to the total population in the 20 to 24 year age-group
- Distribution of student population by sex 4.
- Foreign students and enrolment ratio
- Distribution of student population by age

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

- Humanities, education and fine arts
- Law and social sciences
- Natural sciences
- Engineering and agriculture 4
- Medical sciences
- Female students by field of study

III. GRADUATES

- Trends in the total number of graduates
- Distribution of graduates by field of study
- Proportion of women graduates

EXPLANATORY NOTE

The following symbols are used in the graphs:

THE TOI	lowing symbols are use			ITA	Italy	SWE	Sweden
ALB	Albania	FRA	France	Contract of	Netherlands	SWI	Switzerland
AUS	Austria	GDR	German Democratic Republic		Norway	USR	USSR
BEL	Belgium	FRG	Federal Republic of Germany	POL	Poland	UK	United Kingdom
BUL	Bulgaria	GRE	Greece	POR	Portugal	ANG	England and Wales
CZE	Czechoslovakia	HUN	Hungary	ROM	Romania	YUG	Yugoslavia
DEN	Denmark	ICE	Iceland	SPA	Spain		
TOY S. T.	TO 1 1	IDE	Ireland	DIA	DP		

The Statistical study was already with the printers when the Ministry of Higher Education of the German Democratic Republic informed us that the statistical data which had been sent until now referred exclusively to universities and equivalent institutions. Data referring to higher technical training schools (Fachschulen, 164,000 students in 1970/1971) are therefore not given in this report. For information on this subject, reference should be made to the 1974 edition of the Unesco Statistical Yearbook.

I. NUMBER OF STUDENTS ENROLLED

1. Trends in enrolment

The rates at which enrolment developed during the period from 1960 to 1970 differed widely between countries. Moreover, within countries themselves this expansion has not been uniform for, as Table 1 indicates, rates vary considerably. If we consider the most recent period, from 1965 to 1970, the countries concerned may be divided into five major groups:

- (a) In certain countries (Albania, Malta, Sweden, Italy and Spain, growth has been extremely rapid, the average annual rate being in excess of 10%. This rate has been particularly high in Albania owing to the fact that enrolment in evening and correspondence courses more than doubled between 1965 and 1970;
- (b) In six countries (France, Belgium, Finland, Iceland, Netherlands and Denmark) growth was also considerable, between 8 and 10% per annum;
- (c) In a third group of countries (Portugal, Yugoslavia, Norway, United Kingdom, Federal Republic of Germany, Greece, Ireland, Switzerland and the German Democratic Republic) the rates of growth were between 5.0 and 7.7% per annum;
- (d) The rate of growth was slower in Austria (3.9%) the USSR (3.5%), Poland (3.2%) and Romania (3.1%);
- (e) Lastly, in three countries (Bulgaria, Hungary and Czechoslovakia), there was a stabilization or even reduction in the number of part-time students (evening and correspondence courses) during this period. The number of such students fell by half in Czechoslovakia and Hungary; in the former country their share of the total number enrolled dropped from 34% in 1965 to 20% in 1970, and in the latter from 46 to 33%.

As compared with the period 1960-1965, the growth in enrolment has slowed down in all countries except nine: Albania, Iceland, Italy, Netherlands, Portugal, Spain, Yugoslavia, the Federal Republic of Germany and the German Democratic Republic. Whereas the rates of growth during 1960-1965 were more than 10% per annum in half the countries covered, they reached this level in only five countries between 1965 and 1970; in the majority of cases the rates varied between 5% and 10% per annum.

If we consider the development of higher education in Europe since 1950, the growth rate has, in fact, been greatest during the 1960-1965 period (Table 12).

Data concerning new enrolments are still rather incomplete but their analysis confirms in general terms what has already been stated. Thus, in Greece the annual growth rate in the number of new enrolments dropped to 2.4% between 1965 and 1970; in Hungary the number of first-year students (day courses) which had risen by 11% per annum between 1960 and 1965 increased by no more than 2.6% per annum between 1966 and 1971; the number of

Table 1 — Average annual growth rates of enrolment in higher education (as a %)

Country/Pays	1960-70	1960-65	1965-70
Albania/Albanie	14.3	13.8	14.8
Austria/Autriche	4.5	5.1	3.9
Belgium/Belgique	9.9	10.1	9.7
Bulgaria/Bulgarie	5.0	10.4	-0.1
Czechoslovakia/Tchécoslovaquie	3.4	9.1	-2.0
Denmark/Danemark	9.2	10.5	8.0
Finland/Finlande	9.8	10.5	9.0
France	11.9	14.0	9.8
German Democratic Republic		14.0	5.0
République démocratique allemande	3.1	1.3	5.0
Federal Republic of Germany		1.0	5.0
République fédérale d'Allemagne	5.6	5.1	6.2
Greece/Grèce	10.4	15.4	5.6
Hungary/Hongrie	6.1	16.1	-3.0
celand/Islande	8.0	7.1	8.8
reland/Irlande	7.4	8.4	5.5
taly/Italie	9.8	8.6	11.0
Malta/Malte	13.3	13.2	13.4
letherlands/Pays-Bas	8.1	7.5	8.6
Norway/Norvège ¹	10.3	13.9	6.8
Poland/Pologne	6.9	10.8	3.2
Portugal	7.5	7.4	7.7
Romania/Roumanie	7.8	12.7	3.1
pain/Espagne	9.5		10.5
weden/Suède	12.9	13.1	12.7
witzerland/Suisse	7.1	9.1	5.1
Inion of Soviet Socialist Republics	ad	5.1	5.1
Inion des républiques socialistes soviétiques	6.7	10.1	3.5
Inited Kingdom/Royaume-Uni	7.1	7.5	6.7
'ugoslavia/Yougoslavie	6.4	5.6	7.1

 Not including non-university technical training institutions which were classified under higher education as from 1968.

Table 2 — Average annual growth rates of enrolment in higher education in certain European countries, 1950 to 1960 (as a %)

Country/Pays	1950-60	1950-55	1955-60
Austria/Autriche			
Bulgaria/Bulgarie	4.5	-5.3	15.0
Czechoslovakia/Tchécoslovaquie	5.8	3.4	8.1
Finland/Finlande	7.6	9.9	5.4
France	5.0	2.8	7.2
Federal Republic of Germany	4.0	2.4	5.7
République fédérale Mais	symbols.		The fe
République fédérale d'Allemagne Greece/Grèce	6.9	3.4	10.6
Hungary/Hongrie	200	OLA .	6.1
Italy/Italie	3.2	6.9	-0.4
Netherlands/Pays-Bas	1.5	-1.9	5.0
Romania/Roumanie	5.7	3.5	7.9
Spain/Espagne	3.1	8.0	-1.5
Sweden/Suède	4.7	4.8	4.6
Union of Soviet Socialist Republics	6.8	5.3	8.0
Union des républics			
Union des républiques socialistes soviétique United Kingdom/Royaume-Uni	es 6.7	8.4	5.1
Yugoslavia/Yougoslavie	and bed	lought are	7.2
- agostavia, rougostavie vertile i al aliaba	8.8	3.0	15.0

Table 3 - Number of students per 10,000 inhabitants

Table 4 — Student population as a percentage of the total population in the 20 to 24 year age-group (enrolment ratio)

Country/Pays	1960	1965	1970
Albania/Albanie	41	67	118
Austria/Autriche	55	68	81
Belgium/Belgique	57	89	138
Bulgaria/Bulgarie	78	122	117
Czechoslovakia/Tchécoslovaquie	69	102	89
Denmark/Danemark	69	109	154
Finland/Finlande	53	84	127
France	47	85	129
German Democratic Republic			
République démocratique allemande	59	64	80
Federal Republic of Germany			
République fédérale d'allemagne	52	63	83
Greece/Grèce	34	68	86
Hungary/Hongrie	45	93	78
Iceland/Islande	38	49	68
Ireland/Irlande	45	76	96
Italy/Italie	54	79	128
Malta/Malte	16	31	59
Netherlands/Pays-Bas	92	124	178
Norway/Norvège	40	74	129
Poland/Pologne	69	108	120
Portugal	27	37	52
Romania/Roumanie	39	69	75
Spain/Espagne	29	42	65
Sweden/Suède	56	100	176
Switzerland/Suisse	40	55	67
Union of Soviet Socialist Republics			
Union des républiques socialistes soviétique	s 112	167	189
United Kingdom/Royaume-Uni	58	80	108
Yugoslavia/Yougoslavie	76	95	127

Country/Pays	1960	1965	1970
Albania/Albanie	4.5	8.2	15.1
Austria/Autriche	8.0	9.0	12.0
Belgium/Belgique	9.1	14.8	19.0
Bulgaria/Bulgarie	10.5	17.0	14.3
Czechoslovakia/Tchécoslovaquie	10.9	13.9	10.4
Denmark/Danemark	10.4	13.7	18.4
Finland/Finlande	7.4	11.0	12.5
France	7.4	14.0	16.0
German Dem. Rep./Rép. dém. allemande	7.3	9.3	15.0
Fed. Rep. of Germany/Rép. féd. d'Allema	gne 6.1	8.8	13.8
Greece/Grèce	3.8	9.8	10.6
Hungary/Hongrie	6.5	12.6	10.1
Iceland/Islande	5.7	7.0	8.1
Ireland/Irlande	8.0	11.7	12.2
Italy/Italie	6.8	11.9	17.2
Malta/Malte	2.3	4.5	5.9
Netherlands/Pays-Bas	13.2	16.7	19.6
Norway/Norvège	6.9	10.7	15.8
Poland/Pologne	9.2	17.5	13.8
Portugal	3.5	5.0	7.3
Romania/Roumanie	4.5	9.8	9.8
Spain/Espagne	3.9	5.6	8.5
Sweden/Suède	9.0	13.1	22.1
Switzerland/Suisse	5.3	6.2	8.7
Union of Soviet Socialist Republics	MUSU		
Union des républiques socialistes soviétiq	ues 11.0	29.5	25.0
United Kingdom/Royaume-Uni	8.9	11.9	13.9
Yugoslavia/Yougoslavie	8.6	13.1	15.3

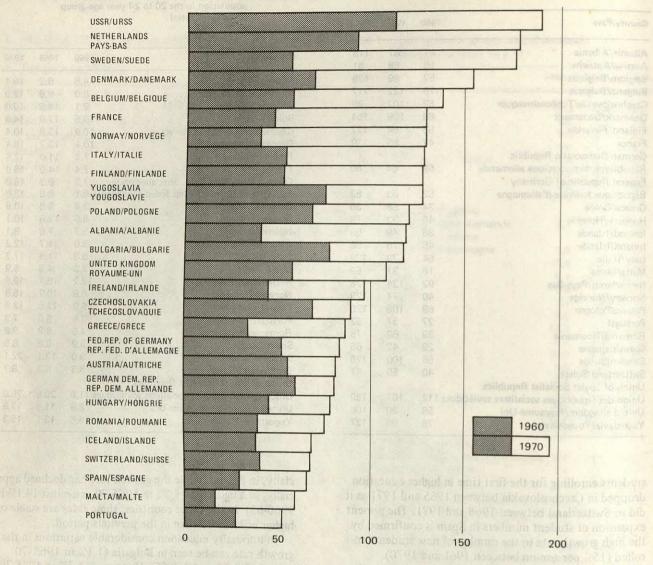
students enrolling for the first time in higher education dropped in Czechoslovakia between 1965 and 1971 as it did in Switzerland between 1968 and 1971. The present expansion of student numbers in Spain is confirmed by the high growth rate in the number of new students enrolled (15% per annum between 1961 and 1970).

Comparison of the expansion of the university and nonuniversity sectors is not always possible in view of difficulty in making a clear distinction between these forms of education. Certain variations, furthermore, can be accounted for by a tendency towards the gradual transfer to the university sector of equivalent instituions established outside the university system. Education of the non-university type represents an important sector in 9 countries: Albania, Belgium, Denmark Federal of Germany, Hungary, Netherlands, Norway, United Kingdom and Yugoslavia. In the majority of these countries, growth rates in nonuniversity teacher training, which were very high during the 1960-1965 period, dropped, in sometimes spectacular fashion, between 1965 and 1970. This situation can be accounted for by two factors: first, the decline in the demand for teachers and, second, the tendency in some countries to transfer teacher training studies to the university sector. As regards the other non-university educational institutions, a decrease in enrolment between 1965 and 1970 can be seen in Bulgaria and, more especially, in Poland, while the growth rate has declined apprecially, in Yugoslavia (5.2% in 1965-70 as against 14.1% in 1960-65). In the other countries, these rates are stable or higher in 1965-70 than in the previous period.

In university education considerable variations in the growth rate can be seen in Bulgaria (1.1% in 1965-70 as against 9.0% in 1960-65), Hungary (-4.7% in 1965-70 as against 10.4% in 1960-65) and, reflecting an upward trend, Yugoslavia (9.2% in 1965-70 as against only 1.3% in 1960-65). In most other countries there is no great difference between growth rates in the number of university students and those calculated for the whole student population. This is due mainly to the fact that universities and equivalent institutions often occupy a preponderant place in the higher education system.

The relative importance of part-time studies (which in many cases cover higher education for adults) varies a great deal according to the country and the type of educational institution. In general the proportion of part-time students is highest in non-university institutions; this has been established more particularly in Albania, Hungary, the Netherlands, the United Kingdom and Yugoslavia. In the USSR part-time students make up, with slight variations from one year to the next, half the total number and they exceed 50% in Albania. However, in the absence of a more precise definition of the expression "part-

Fig. 1 — Number of students per 10,000 inhabitants



time study" and, thus, of statistics established on similar bases, comparison between the different European States proves very difficult. In view, furthermore, of present trends in higher education systems in Europe, the question arises whether it would not be more appropriate to distinguish in these systems the percentage of students enrolled in higher education for adults instead of the proportion usually covered by the term "part-time studies".

2. Number of students and total population

The measures taken by European States to develop higher education during the decade is reflected in the trends in numbers of students per 10,000 inhabitants (Table 3 and Figure 1). Whereas in 1960 the USSR was the only country where this number exceeded 100, in 1970 it exceeds 150 in 4 countries (USSR, Netherlands, Sweden and Denmark) and varies between 100 and 150 in 10 countries.

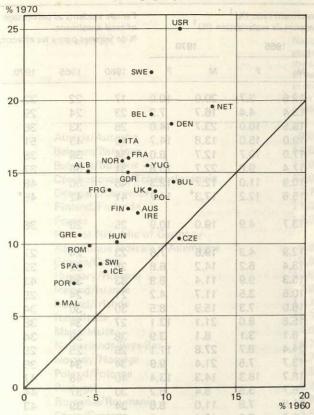
The decrease in the number of students in Bulgaria, Czechoslovakia and Hungary between 1965 and 1970 has meant a slight drop in this ratio. In 1965 the number of students per 10,000 inhabitants was still fewer than 50 in 4 countries (as against 12 in 1960): Iceland, Spain, Portugal and Malta. With the addition of Switzerland, these five countries show the lowest ratio in 1970, this varying between 50 and 70.

3. Number of students in relation to the total population in the 20 to 24 year age-group (enrolment ratio)

Enrolment ratios have increased substantially in Europe since 1960. Figure 2 shows, in fact, that from this standpoint the situation noted in 1970 has changed radically from that of 1960 (see also Table 4).

Whereas in 1960 the enrolment ratio was below 10% in 22 countries, in 1970 it exceeded 10% in 21 countries. In 11 of these it is higher than 15%. In spite of the

Fig. 2 – Student population as a percentage of the total population in the 20 to 24 year age-group, 1960 and 1970



falling-off between 1965 and 1970, the USSR still shows the highest enrolment ratio (25%). In Sweden it reached 22% in 1970 as against 9% in 1960 and it was approximately 20% in the Netherlands and Belgium. France should perhaps have been included in this group, had data been available for the whole of higher education: the enrolment ratio stood at 16% in 1970 for university education. It will be seen lastly that in half the total number of European States the enrolment ratios were at least doubled during the decade.

As already stated in the introduction, this indicator does not take account of the age structure of the student population, which makes international comparisons difficult. This is even more true in the case of Europe were the proportion of students outside the 20 to 24 year age-group varies considerably from country to country.

4. Distribution of student population by sex

The first fact which emerges from Table 5 is that the proportion of female students in higher education is constantly increasing in almost all European countries. In 1970 it was less than 30% in only 6 countries (Austria, Netherlands, Spain, Federal Republic of Germany, Iceland and Switzerland) as against 9 in 1965 and 15 in 1960. Women students represent 45-50% of the total student population in 4 countries (Bulgaria, USSR, Finlande and Poland), 40-45%

in 5 countries (France, Portugal, Romania, Hungary and Sweden) and 30-40% in 13 others.

If we now look at enrolment ratios by sex, i.e. the number of women students, on the one hand, and of male on the other, in relation to the population in the 20 to 24 year age-group of the corresponding sex (Table 5), the discrepancies in Europe are still fairly considerable. This indicator gives us a truer picture of female enrolment which is distinct from the percentage of women students. Thus in Sweden and Portugal the percentage of women students is very high but female enrolment ratios differ widely: in 1970 19.1% in Sweden and 6.2% in Portugal.

The stabilization or even falling-off in students numbers between 1965 and 1970 in certain countries such as Bulgaria, Czechoslovakia, Hungary, Poland and the USSR is reflected in a drop in the enrolment ratio. However this decrease is more marked in male enrolment ratios. In the USSR, for example, the male enrolment ratio was 25.1% in 1970 as compared with 32.5% in 1965 whereas the female enrolment ratio only fell from 26.5 to 24.8% over the same period.

Although the two enrolment ratios are similar in a number of countries, in others the difference is very marked. In Switzerland, for example, the male enrolment ratio is 3.4 times higher than that for women. A considerable difference can also be found in Iceland, Spain, the Federal Republic of Germany, the Netherlands and Austria, among other countries.

It should be noted that in spite of the discrepancies which still exist, the gap between the two enrolment ratios is much less marked in 1970 than it was in 1960. Sufficient indication is found in the fact that in 1960 the male enrolment ratio in 20 European countries was at least twice as high as the female ratio. The reduction in these discrepancies corresponds to a more rapid increase in the number of women students during the decade.

5. Foreign students and enrolment ratio

Over 40% of the world total of students studying abroad are enrolled in higher education institutions in European States, Apart from the Holy See, the highest proportion of foreigners in the student population is found in Switzerland (22.5%), Ireland (15%), Austria (13.4%) and Belgium (12.1%) in university education. In only a few other countries does this proportion exceed 5%, although France, the Federal Republic of Germany, the United Kingdom, Italy, the USSR and Spain between them have, at the present time, more than 130,000 foreign students - slightly more than 60% of the European total. However, some of the major host countries seem to have reached a maximum level: the number of foreign students in these countries has not increased substantially in the last few years and, generally speaking, the relative size of the foreign student population is decreasing. Certain countries

Arrived at on the basis of figures produced by the annual survey carried out by the Unesco Office of Statistics.

Table 5 - Male (M) and female (F) enrolment ratio 1 and percentage of women among the student population

Country/Pays	derivate di Sel abertari		Enrolment Rapport de	ratio (%)	tion (%) 1	80	of total e	nrolment	percentage
Cords out in neurological objects in the	196	60	19	65	197	70	% de rem	mes parmi	les effectif
in the state of th	M	F	М	F	М	F	1960	1965	1970
Albania/Albanie	7.5	1.5	12.6	3.7	20.0	10.0	17	22	32
Austria/Autriche	12.0	3.8	13.4	4.4	16.7	7.2	23	24	29
Belgium/Belgique	13.3	4.8	19.5	10.0	23.7	14.0	26	33	36
Bulgaria/Bulgarie	12.5	8.5	19.0	15.0	13.8	14.7	40	43	51
Czechoslovakia/Tchécoslovaquie	14.3	7.5	17.0	10.7	12.7	8.0	34	38	38
Denmark/Danemark	14.1	6.6	17.4	9.8	22.7	13.8	31	35	37
Finland/Finlande	7.8	6.9	10.9	11.0	12.7	12.3	46	50	48
France	8.6	6.2	15.6	12.2	17.3*	14.7*	41	42	45*
German Democratic Republic						(S),3A	WATER TO		,,,
République démocratique allemande	10.8	3.7	13.7	4.9	19.0	10.9	25	26	36
Federal Republic of Germany							Myst	* 150	00
République fédérale d'Allemagne	9.2	2.9	12.9	4.3	19.6	7.6	23	.24	27
Greece/Grèce	5.9	1.9	13.4	6.2	14.2	6.8	25	32	32
Hungary/Hongrie	9.0	4.2	15.3	9.9	11.4	8.8	33	39	43
Iceland/Islande	8.9	2.4	10.5	3.5	11.7	4.2	21	24	25
Ireland/Irlande	11.1	4.9	16.0	7.3	15.9	8.5	30	30	34
Italy/Italie	9.7	3.7	15.8	8.0	21.1	13.1	27	34	38
Malta/Malte	3.3	1.5	6.1	3.1	8.1	3.9	38	38	34
Netherlands/Pays-Bas	19.3	6.9	24.4	8.7	27.8	11.1	26	25	28
Norway/Norvège	8.9	4.8	13.7	7.5	21.4	9.9	34	34	35
Poland/Pologne	10.9	7.3	18.7	16.3	14.3	13.4	40	46	47
Portugal	5.1	2.0	6.7	3.5	8.4	6.2	30	37	
Romania/Roumanie	6.1	3.0	11.8	7.8	11.0	8.6			44
Spain/Espagne	6.0	1.9	8.9	2.5	12.4	4.7	34 24	39	43
Sweden/Suède	11.4	6.6	15.1	11.0	24.9	19.1		23	27
Switzerland/Suisse	8.6	1.8	9.6	2.5	13.4	3.9	36	41	42 23
Union of Soviet Socialist Republics	red red in	AT	0.0	2.5	13.4	3.9	17	20	dail adi
Union des républiques socialistes soviétiques	12.5	9.5	32.5	26.5	2E 1	24.0	Carrier S	V70,055	
United Kingdom/Royaume-Uni	13.4	4.4	16.6	7.0	25.1 18.0	24.8	44	44	49
Yugoslavia/Yougoslavie		5.1	17.3	8.8		9.5	24	29	34
		0.1	17.3	0.0	18.2	12.3	29	34	39

^{1.} Number of students in relation to the population in the 20 to 24 year age-group.

differ from the rest in that their students go abroad to study. This applies particularly to Luxembourg as almost all its students study abroad. In the case of Greece and Iceland the number of students abroad is equal to more than 20% of those enrolled in institutions of higher education in those countries themselves; the proportion continues to fall in Norway where it went down from 15% in 1965 to less than 7% in 1970.

In order to calculate the enrolment ratio for national students only, both foreign students in the country and national students abroad must be taken into account. In order to show the effect of these two factors, the enrolment ratio has been calculated in Table 6 in three different ways: the first colomn gives the total enrolment (national plus foreign students) in each country; the second column shows only nationals enrolled in their own countries; and the third column shows the total number of national students, including those aborad.

It has already been mentioned that almost all Luxembourg students in higher education are studying abroad; this is clearly brought out in the table. The number of students enrolled abroad is also a significant factor in the case of Greece, Iceland and, to a lesser extent, Norway. In the countries in which there is a fairly high proportion of foreign students (Switzerland, Austria and Ireland), the ratio which takes account only of national students is substantially different from the overall ratio. Finally, it can be seen that in the majority of countries covered, the two factors (foreign students and students abroad) have no significant effect on the enrolment ratio.

6. Distribution of student population by age

Data on the age structure of the student population are available for only a few countries. However, such informa-

Table 6 - Student population as a percentage of the total population in the 20 to 24 year age-group

Country/Pays (1)	student the cou Effectif et étran	al and foreign as enrolled in ntry ¹ is nationaux agers dans le	enrollec	1 s nationaux	enrolled country Effectif	and abroad ¹ s nationaux pays et à	100
	pays 1 1965	1970	1965	1970	1965	1970	NY.
Austria/Autriche	9.0	12.0	7.3	10.3	7.6	10.7	
Belgium/Belgique	14.8	19.0	13.8	17.7	13.9	18.0	
Bulgaria/Bulgarie	17.0	14.3	16.9	14.0	17.2	14.3	
zechoslovakia/Tchécoslovaquie	13.9	10.4	13.6	10.1	13.6	10.3	
enmark/Danemark	13.7	18.4	13.5	18.0	13.7	18.1	
inland/Finlande	11.0	12.5	10.9	12.5	11.2	12.7	
rance	14.0	16.0	12.9	15.2	13.2	15.4	
ederal Republic of Germany							
épublique fédérale d'Allemagne	8.8	13.8	8.2	13.0	8.4	13.3	
reece/Grèce	9.8	10.6	9.5	9.8	11.0	11.7	
ungary/Hongrie	12.6	10.1	12.5	9.9	12.8	10.1) I bres 9	
eland/Islande OVE	7.0	8.1	6.7	7.8	9.4	9.7	
eland/Irlande	11.7	12.2	10.0	10.5	10.4	11.0	
aly/Italie 5 0000	11.9	17.2	11.7	16.8	11.9	17.0	
lalta/Malte	4.5	5.9	4.4	5.8	4.9	6.3	
etherlands/Pays-Bas	16.7	19.6	16.6	19.5	16.9	19.7	
orway/Norvège	10.7	15.8	10.6	15.7	12.1	16.8	
oland/Pologne	17.5	13.8	17.4	13.6	17.5	13.8	
ortugal	5.0	7.3	5.0	7.2	5.1	7.3	
omania/Roumanie	9.8	9.8	9.8	9.8	9.8	9.8	
pain/Espagne	5.6	8.5	5.3	8.1	5.4	8.2	
veden/Suède	13.1	22.1	12.9	21.4	13.1	21.6	
witzerland/Suisse	6.2	8.7	4.5	6.7	4.8	7.2	
SSR/URSS	29.5	25.0	29.5	25.0	29.5	20.0	
nited Kingdom/Royaume Uni	11.9	13.9	11.2	13.3	11.5	13.5	
/ugoslavia/Yougoslavie	13.1	15.3	13.0	15.1	13.0	15.3	

^{1.} As a percentage of the population in the 20 to 24 year age group.

tion as is available reveals certain differences in that structure which indicate how important it is to exercise caution with regard to enrolment ratios calculated on the basis of the 20 to 24 year age-group. The age of admission to higher education, the duration of studies, the relative importance of different types of education (full-time and part-time, university and non-university, etc.) are all factors which explain this diversity.

Table 7 shows that although students aged between 20 and 24 years are in the majority in all countries, the proportion of such students varies between countries. Furthermore the size of this group in particular countries has sometimes changed considerably. In the Federal Republic of Germany, for instance, the proportion of students aged between 20 and 24 was 60% in 1970 as compared with 72% in 1961. It also emerges from this table (which, it must be remembered, only covers a limited number of countries) that the greatest discrepancies between countries are to be found in the two categories at the ends of the age range, those relating, on the one hand, to students under 20 years and, on the other, to those aged 25 years or over. In certain countries such as Belgium, France, Greece, the Netherlands, Spain and England and Wales, the number of students under 20 years of age is fairly considerable although a decrease in the relative importance of this group can be seen during the last few years. Conversely, in other countries such as Austria, Denmark, the Federal Republic of Germany, Norway, Sweden (university education) and Switzerland, the proportion of students aged between 25 and 29 varies from 23 to 30%. Lastly it should be pointed out that in 1965 the relative number of students aged 30 years or over was 18.5% in Hungary and 20.7% in Yugoslavia. This percentage has, however, dropped appreciably in 1970 in these two countries and, as a result, the highest rate - 12.6% is now found in Sweden (university-type education).

those in which reaches training is provided at universitie

The age-structure of students admitted to higher education (new enrolments) can, to a certain extent, throw clearer light on the facts set out in the previous paragraph. Statistical data are available for 10 countries only at the present time and for no more than one or two years (Table 8). There is, however an evident university in the age of entry to higher education, rhe great majority of students entering at 18 in certain countries, in others at 19 or even 20. Probably owing to the facilities extended to adults in European countries to enable them to take higher education courses, an appreciable proportion of new students are 25 years or over; the figure ranges from 15 to 20% in Denmark, Greece, Hungary, Poland, Spain and Sweden, and exceeds 20% in Yugoslavia.

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

Tables 9 and 10 set out, respectively, average annual growth rates and the distribution of students by field of study. These two tables form the basis for the analysis of trends in each field of study in the various countries considered.

For England ans Wales distribution by field of study is available only in respect of full-time students. Statistics concerning the non-university sector of higher education in Belgium are not yet available for recent years and the analysis accordingly relates mainly to the university sector. Data concerning France refer to university students only; certain specialized studies, such as engineering, are carried out in the "grandes écoles" and are covered insofar as data are available.

1. Humanities, education and fine arts

It should be noted that in certain countries, particularly those in which teacher training is provided at universities (France and Spain, for example), students are classified according to the subjects which they intend to teach. In certain countries the figures under "education" may thus refer only to pedagogical studies and physical education whereas in others they embrace the whole of teacher training.

(a) Humanities

As Figure 3 indicates, the proportion of students in this category has remained more or less stable or has gained ground in the majority of countries during the decade. The decrease is substantial only in Iceland, Finland, Switzerland and Hungary. In Hungary numbers of students enrolled in humanities decreased at a relatively high rate between 1965 and 1970 (see Table 9).

Generally speaking, numbers of students enrolled in these subjects are increasing faster than the student population as a whole. This is evident in Spain where the growth rate was 18.8% per annum between 1960 and 1970 and 22.3% per annum if the 1965-1970 period is considered.

Table 7 - Distribution of student population by age-group (as a %)

Country/Pays	Year Année	under 20 years moins de 20 ans	20-24 years 20-24 ans	25-29 years 25-29 ans	30 years and over 30 ans et plus
Austria/Autriche	1965 1970	15 13	63 56	17 23	5
Belgium/Belgique	1960 1968	32 35	56 55	1:	1
Bulgaria/Bulgarie	1971	14	61	16 ¹	9 ¹
Denmark/Danemark	1970	6	59	27	8
France ²	1960 1965 1970	21 27 22	55 52 59	16 14 13	8 7 7
Federal Republic of Germany Rép. fédérale d'Allemagne	1961 1970	5 9	72 60	20 25	4
Greece/Grèce	1970	23	56	21	
Hungary/Hongrie	1965 1970	17 20	50 56		19 10
Netherlands/Pays-Bas ³	1961 1970	38 26	41 52	21 16	7
Norway/Norvège	1965 1970	10 8	62 62	22	7
Poland/Pologne	1970	19	57	24	
Spain/Espagne	1961 1965 1970	9 34 28	52 47 50	26 1 14 15	13 5 7
Sweden/Suède ⁴	1966 1969	5	61 55	22 1 26 1	2
Switzerland/Suisse	1970	64	Valsq	28	9
England and Wales ³ Angleterre et Pays de Galles ³	1965 1970	37 32	50 54	13 15	
Yugoslavia/Yougoslavie	1960 1970	12 19	48 59		1 2
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					

1. Aged 25-28 years and 29 years or over.

2. Universities only.

Full-time students only.
 Universities and equivalent institutions only.

As a result, these students, who represented only 9% of the total in 1960, make up 20% of it in 1970. A change of the same order can also be seen in Czechoslovakia, Denmark and Italy.

The very high percentages in England and Wales and in France are due to the fact that in the first case they include "education" and fine arts, and in the second "education" and certain subjects pertaining to the social sciences.

(b) Education (teacher training)

It is interesting to note in Figure 4 that in countries where the percentage of students enrolled in educational exceede 15% in 1960, the proportion has decreased in 1970 or has remained stable, as in the German Democratic Republic and Hungary. In Czechoslovakia the figure has been halved (13% in 1970 as against 26% in 1960). The drop in Norway is slightly over-estimated since the percentage in 1970 is

Table 8 - Distribution of newly enrolled students, by age and black and manufacture to the students agree and a second students.

Country/Pays		18 years 19 and under 18 ans et moins	20 21	22	23	24	25 and over 25 et plus
	1965	33.8 23.3	13.0 9.	8 5.0	3.3	2.5	9.3
	1971	33.9 25.9	19.3 8.	7 3.8	1.9	1.5	4.1
Denmark/Danemark	1971	2.2 17.5	20.7 13.	8 9.2	8.0	6.1	17.5
Greece/Grèce	1965 1970	34.8 24.0 28.7 26.3	13.7 7.5 12.9 6.		2.8 4.0		— 12.4 — 17.9
Hungary/Hongrie - Total - cours du soir et correspondanc	1968	23.2 27.0 0.3 5.1 34.2 37.6	14.5 7. 8.8 10. 17.2 5.	2 4.7 1 9.6	3.4 8.3 1.1	3.5 9.4 0.7	16.5 48.5 1.0
Poland/Pologne	1965 1971	32.2 18.1 3.5 40.8	8.3 4.1 14.1 8.9	8 3.6	3.3 5.2	3.1 3.8	26.4 17.2
Spain/Espagne	1970	34.3 16.6	12.0 8.	6.0	4.5	3.2	14.8
Sweden/Suède ¹	1968	1.6 26.2	19.9 14.	1 9.2	5.6	4.4	18.9
	1971	49.1	→ 18.	8 11.4	6.6	3.4	10.6
England and Wales ²	1970	42.8 33.5	9.3	8.5 7 9.6 h	9.6 —	9 15	4.9
Yugoslavia/Yougoslavie	1970	6.3 26.9	19.0 10.	7 7.0	5.2	3.8	21.1

^{1.} Universities and equivalent institutions only.

Fig. 3 - Humanities - Percentage of students

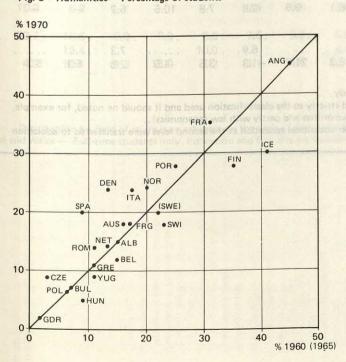
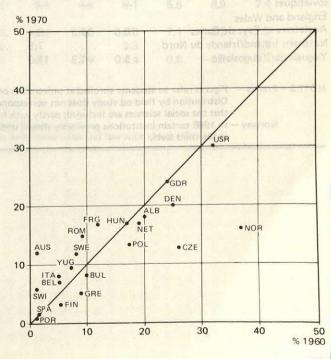


Fig. 4 - "Education" - Percentage of students

8.8 1



^{2.} Full-time students enrolled at universities only.

Table 9 - Average annual growth rates of enrolment by field of study (as a %)

Country/Pays	Hu R2	manities/L	ettres		Education	n Way	Fine	arts/Beaux	k-arts		Law/Droit	
	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70
Albania/Albanie	10.7	10.6	22.0	1.4	20.7	8.9	36.5	34.6	8.1	10.2	11.1	9.4
Austria/Autriche	5.8	6.0	5.6	40.1	22.0	72.0	3.4	4.7	1.2	0.4	3.6	-4.2
Belgium - Universities												
Belgique - Universités	6.9	8.9	5.0	12.5	14.9	10.2	-	-	79-	12.2	9.0	15.6
- Total		8.9			4.7	BIA PARIO		9.5	N16th	BUILD ON	9.0	
Bulgaria/Bulgarie	4.8	8.3	1.4	3.6	19.5	-10.1	8.8	10.4	7.1	5.9	-0.5	12.7
Czechoslovakia/Tchécoslovaquie	14.9	0	2.0.	-3.6	.28	1970	-0.1		21.0	10.9		
Denmark/Danemark	15.9	19.8	12.1	7.1	7.4	6.8	10.2	4.8	15.8	11.2	18.5	4.3
Finland/Finlande	7.1	8.2	6.1	5.5	13.8	-2.2	5.3	4.7	5.8	10.7	15.9	5.7
France	13.3	15.4	11.2	37.	SHE -	ROOT.	-	-	3 - 10	15.1	13.9	11.4
German Democratic Republic		3 4	8 7									- (1)
République démocratique allemande	e 0.0	-2.5	2.7	3.4	6.4	0.4	2.6	-1.3	6.6	3.0	-4.9	11.5
Federal Republic of Germany												199
République fédérale d'Allemagne	5.6	4.5	6.9	9.8	8.6	11.0	2.8	1.4	4.3	6.6	3.2	9.8
Greece/Grèce	10.0	14.4	5.8	3.4	5.2	1.6	9.8	18.6	1.6	8.9	13.8	4.1
Hungary/Hongrie	0.9	12.9	-9.9	6.0	17.6	-4.3	4.5	0.6	8.5	-0.8	0.6	-2.1
Iceland/Islande	4.8	9.2	1.4	-	-	-	_	_	4	5.0	7.4	3.2
Italy/Italie	13.9	17.2	10.6	16.0	13.9	18.1	13.5	11.1	15.9	2.3	-2.3	7.2
Netherlands/Pays-Bas	9.2	8.2	10.3	6.6	6.1	7.2	4.7	3.2	6.3	15.5	16.0	15.1
Norway/Norvège	15.8			4.2		14.0	14.1	1986		12.8	EOGUT	100
Poland/Pologne	6.9	7.5	6.2	4.0	15.3	-8.2	2.8	4.1	1.3	4.2	6.1	1.9
Portugal	8.8	8.3	9.6	5.9	1.8	12.3	3.8	0.3	10.2	5.0	3.9	6.7
Romania/Roumanie	9.8	10.3	9.3	13.3	30.9	-2.0	10.3	16.0	4.9	6.6	7.9	5.4
Spain/Espagne	18.8	15.4	22.3	7.5	10.5	4.5	2.1	0.6	3.6	4.4	2.3	6.5
Sweden/Suède			9.9	16.8	20.9	12.9	2.1	0.5	20	100	7.0	20.2
Switzerland/Suisse	4.6	7.8	1.6	27.9	26.8	29.1	5.6	0.5	3.8	13.9	7.8	20.2
Union of Soviet Socialist Republics		7.0	1.0	27.0	20.0	25.1	5.0	8.0	3.1	7.3	7.9	0.7
Union des républiques socialistes												133
soviétiques	_	-	7	6.1	9.5	2.8	7.8	10.5	5.2		6.03	_
England and Wales						2.0	7.0	10.5	5.2			123
Angleterre et Pays de Galles	10.6	12.3	8.4									
Northern Ireland/Irlande du Nord			7.5			6.9			7.3			5.9
Yugoslavia/Yougoslavie	5.0	-1.9	11.0	8.3	21.2	-1.3	3.5	4.5	2.8	5.1	5.3	5.0
												3511

NOTES - France - Figures refer to students enrolled at universities only.

Distribution by field od study does not correspond strictly to the classisification used and it should ne noted, for example, that the social sciences are included; partly with humanities and partly with law (economics).

Norway — In 1968 certain institutions previously shown under vocational education at the second level were transferred to education at the third level.

				I P Y		C. San St. Company								
	cial science iences socia		Natural so Sciences e	iences xactes et r	naturelles	2017	neering ices de l'in			dical scienc ences médi		nn c	Agricultur	e i i
1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70
6.3	11.6	8.8	10.4	25.7	11.0	9.3	1.0	21.0	10.7	9.1	11.9	11.8	10.8	17.8
5.6	5.9	5.2	6.0	5.1	7.3	0.3	0.4	0.3	3.5	5.7	0.3	2.8	5.3	-0.8
11.9	14.2	9.8	6.5	9.2	4.0	4.5	6.1	2.9	9.3	7.4	11.3	12.8	6.5	19.5
	20.4	et Lab	E I Wat	16.3	d 196#	THE PRINCIPLE OF	4.4	1000		9.4		7 65	7.9	4.5
5.2	4.9	5.4	3.3	13.4	-5.8	8.3	14.0	2.8	4.1	5.2	3.1	-4.7	2.3	-11.2
6.8	. Astro Ka	d. in Al	13.2	C. Titom	1955 8	3.1			3.3	a •		3.6	71.	
11.2	9.5	12.8	15.2	22.5	8.3	3.4	3.4	3.4	7.3	9.8	4.8	3.6	5.8	1.6
13.4	11.8	15.0	14.2	16.6	11.8	10.6	8.5	12.8	4.8	7.2	2.5	6.8	6.8	6.9
	*****	F. 1 - 51 S	6.3	12.0	0.9	65 Tools		-	11.3	10.3	12.2			
3.0	-7.7	14.8	4.6	0.3	9.0	6.8	3.4	10.3	-3.0	1.7	-7.5	-3.3	-2.2	-4.4
5.2	8.1	2.4	7.7	3.7	11.8	3.6	4.1	3.2	2.8	5.2	0.5	5.8	1.3	10.6
0.2	0.1	STATE		a dorsor	III ALISEO	ins less		0 4 1 4		年 有对	2 60 00			
10.9	16.0	6.1	15.2	25.1	6.1	9.4	13.1	5.9	11.2	14.4	8.0	12.4	22.1	3.4
13.2	25.7	2.0	4.4	14.3	-4.6	9.4	22.1	-2.0	1.1	3.1	-0.8	6.9	21.2	-5.7
14.6	8.0	20.2	204	_	_	10.3	17.7	4.7	7.5	6.8	8.2	100 000 00	- 18	4
6.3	8.2	4.5	11.0	9.7	12.3	9.9	8.3	11.6	11.0	4.0	18.6	9.5	3.7	15.7
13.4	11.4	15.3	8.7	9.7	7.7	5.5	5.2	5.8	7.9	7.9	7.8	8.4	9.7	7.1
34.6		u.h.lei	7.8	y Vepul	in of G	22.0		ar 18100 as	13.5	es 1 es es	do Ch. m	2.4		
9.1	10.8	7.0	9.2	11.3	6.6	8.6	9.7	7.3	0.8	0.3	1.4	8.3	10.3	6.0
14.7	18.1	9.7	3.2	5.5	-0.1	8.0	4.9	12.8	8.3	4.5	14.4	5.2	5.3	4.9
15.2	20.4	10.3	5.0	3.7	6.3	7.6	13.2	2.2	2.4	3.6	1.2	-0.6	5.0	-5.8
13.9	13.4	14.4	10.3	8.4	12.3	10.4	14.6	6.2	8.0	7.7	8.4	5.9	8.9	3.0
	HE HOL	16.0	10.6	13.8	7.6	10.2	9.8	10.7	8.3	6.7	9.9	7.2	6.9	7.4
9.3	13.9	4.8	6.2	7.6	4.7	3.9	5.4	2.5	7.7	8.9	6.4	10.5	16.7	4.7
						Paris	572			4.0	0.4	T FO	0.0	24
7.7	10.3	5.3		he hive		7.4	11.4	3.5	5.4	4.8	6.1	5.6	8.9	2.4
21.0	23.7	18.6	9.0	9.0	8 8.9	7.5	9.6	5.0	4.8	4.0	5.8 3.3	7.1	3.2	12.2 -8.2
7.9	4.9	15.4 10.4	9.8	13.0	10.0 7.2	8.1	5.9	4.1	4.1	3.9	4.4	0.8	-5.6	6.5

USSR — Distribution by field of study is an estimate on the basis of the actual classification used.

England and Wales — Full-time students only. Education and fine arts are included with humanities and law with social sciences.

					The Party of																			200		TOS S	
	Hum	Humanities	ţn.	Edu	Education		Fine arts	arts	III.	Law	0.8	Sc	Social sciences	iences	Na	Natural sciences	iences	Eng	Engineering	6L	Me	Medical sciences	iences	Agr	Agriculture		
Country/Pays	Lettres	tres		Edu	Education		Beau	Beaux-arts		Droit		S S	Sciences		Scet	Sciences exactes et naturelles	exactes	Sci	Sciences de l'ingénieur	e L	Sci	Sciences médicales		Agr	Agriculture		
	1960 1965 1970 19	1965	0261	9	1965 1	1970 1	960 1	1960 1965 1970 1960 1965	31 076	960 18		1970 19	1960 1965	965 1970		1960 1965	35 1970		1960 1965	1970	10000	1960 1965 1970	5 197		1960 1965 1970	1970	
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Yugoslavia/ Yougoslavie		,	מ	,	2	מ	n	3			0 11	74		73 78	4			7	17	72	n 0						
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France — Figures refer to students enrolled at universities only. Distribution by field of study does not correspond strictly to the classification used and it should be noted, by example, that the social sciences are included, partly, with humanities and partly with law (economics).

Norway — In 1968 certain institutions previously shown under vocational education at the second level were transferred to education at the third level.

USSR — Distribution by field of study is an estimate on the basis of the actual classification used.

England and Wales — Full-time students only. Education and fine arts are included with humanities and law with social sciences. NOTES -

calculated in relation to a total number of students which is not strictly comparable with the 1960 figure*

With the exception of Bulgaria, Greece and Finland, the proportion of students in education has increased in the countries where it was relatively low in 1960. In Switzerland it has risen from 1 to 6% and in Austria, following the recent establishment of teacher training institutions, from 1 to 12%.

In most countries, the annual growth rate for these students (Table 9) was lower in 1965-70 than in the preceding period. This falling-off is, for example, clearly marked in Albania since from 1965 onwards growth has been only 9% per annum as against 20.7% per annum between 1960 and 1965. In other countries such as Romania, Yugoslavia, Hungary, Poland and Bulgaria, very rapid growth between 1960 and 1965 (between 15 and 30% per annum) has been followed, in absolute terms, by a drop in the number of these students between 1965 and 1970.

The high growth rate noted in Austria is accounted for by the establishment in 1966 of teacher training colleges.

(c) Fine arts

Students in this category represent only a low percentage of the total but it should be noted that in certain countries, such as the Federal Republic of Germany and Sweden, architecture is included with engineering. In 1970 the proportion of these students was less than 3% in all countries with the exception of Italy (4%), the Netherlands (5%) and (Spain 7%). The variations are therefore, minor although in almost all countries a decrease in the relative importance of this category can be seen between 1960 and 1970. It has been very marked in Spain, the proportion of fine arts students dropping from 13% in 1960 to 7% in 1970. Other changes involve only small percentages and for this reason graphs have not been shown.

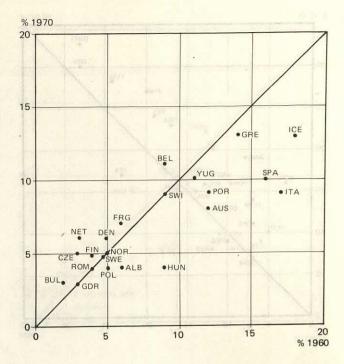
2. Law and social sciences

In France, as already indicated, certain subjects pertaining to the social sciences are studied in faculties of letters and human sciences and have thus been included with humanities. In addition, the statistics concerning law and economics in this country are shown together and it seemed more appropriate to analyse them under "social sciences" rather than under "law". The same procedure has been adopted for the USSR, i.e. the figures for the social sciences refer only to law and economics. In England and Wales law students are classified under social sciences.

(a) Law

The place held by law studies in higher education has steadily diminished in countries where it was important in 1960, with the single exception of Belgium (university education) (Figure 5). This decrease is very marked in Iceland, Spain, Italy, Portugal, Austria and Hungary. In

Fig. 5 - Law - Percentage of students



the two last-mentioned countries the number of these students is lower in 1970 than it was in 1965 and their relative importance in Hungary is only 4% as against 9% in 1960.

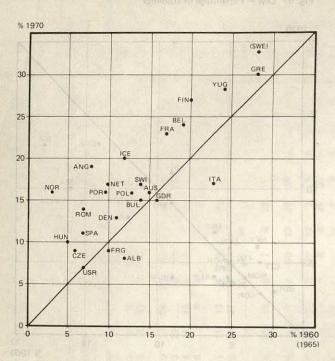
In Spain and Italy the number of students in this category increased between 1960 and 1970 by no more than 4.4 and 2.3% per annum respectively (Table 9) whereas the overall growth of the student population reached almost 10% per annum.

In most of the countries where the proportion of these students was fairly low in 1960 (Bulgaria, Czechoslovakia, Finland, Netherlands, Denmark and Federal Republic of Germany), it has, on the whole, increased. In 1970, however, these students represent less than 7% of the whole student population in these countries, as well as in seven other States.

(b) Social sciences

Figure 6 and Table 9 highlight the considerable expansion of the social sciences in Europe since 1960. The growth in the number of students in this category is equal to or exceeds the overall growth of the student population in all countries with the exception of Albania and Italy. In England and Wales the number of full-time social science students grew on an average by 21% per annum between 1960 and 1969 and, as a result, their share in the total

^{*} As from 1968 higher education statistics have included certain vocational education institutions which were not counted previously. If these institutions are excluded from the total, the percentage of students enrolled in education drops from 37% in 1960 to 21% in 1970.



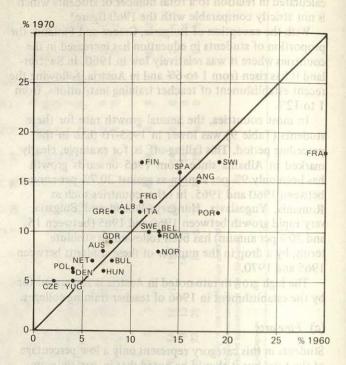
number of students rose from 8% in 1960 to 19% in 1970. The even greater growth in Norway is no doubt slightly over-estimated for the reasons already indicated. In Hungary and Romania. the percentage of these students doubled during the decade. It has increased even in those countries where it was already considerable in 1960. Thus in 1970 the proportion of social science students reached 33% in Sweden, 30% in Greece, 28% in Yugoslavia and 27% in Finland. In Belgium (university education) the figure is 24% while in France students in facilities of law and economics represent 23% of university enrolment as compared with 17% in 1960.

As has already been indicated, this rapid expansion is not seen in Albania or Italy. In fact, whereas in comparison with the 1960-65 period the whole of higher education in these countries has shown more rapid growth between 1965 and 1970, a falling-off can be noted in the growth of the number of social science students. In 1965-70 this increased by only 8.8% per annum in Albania and 4.5% per annum in Italy whereas the overall growth rate was 16.1 and 11% per annum respectively. The percentage of students enrolled in the social sciences in Italy has thus dropped to 17% as compared with 23% in 1960.

3. Natural sciences

Among the ten countries where enrolments in natural sciences dropped between 1960 and 1970, four (France, Switzerland, England and Wales and Portugal) showed the highest percentages in 1960 (Figure 7). This drop was considerable in France (18% in 1970 as against 27% in 1965 and 30% in 1960) and occurred more especially

Fig. 7 - Natural sciences - Percentage of students



between 1965 and 1970: during this period numbers of students in this category increased by barely 1% per annum (Table 9). In the case of many of these ten countries it is interesting to compare this falling-off with the increase in numbers of students enrolled in the social sciences and humanities. Since 1965, in fact, enrolment growth rates are higher in the social sciences than in natural sciences in all countries with the exception of Albania, Austria, the Federal Republic of Germany and Italy.

In general, the growth in the number of natural science students was greater during the 1960-1965 period. Even if we consider those countries in which the relative importance of this group has increased fairly appreciably between 1960 and 1970 (Finland, Greece and Albania) it can be seen that this increase was more marked between 1960 and 1965.

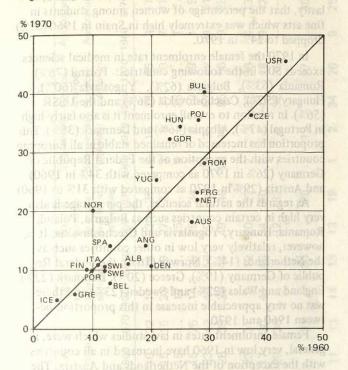
4. Engineering and agriculture

In France engineering studies are pursued outside the universities although certain specializations classified under "sciences" can be regarded as forming part of engineering. Available information indicates that the number of students enrolled in engineering schools in France rose from 26,500 in 1965 to about 30,400 in 1969. It should, however, be noted that a proportion of these students (some 30%) are also enrolled in the universities.

(a) Engineering

In six countries (USSR, Bulgaria, Czechoslovakia, Poland, Hungary and the German Democratic Republic) students

Fig. 8 - Engineering - Percentage of students



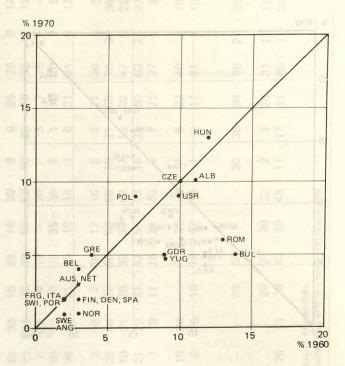
in this group of subjects represent between 32 and 45% of the total number of students in 1970 (Figure 8). In five of these countries — the exception being Czechoslovakia — and in Yugoslavia and Norway as well, this proportion increased between 1960 and 1970. The expansion was at times very marked as in Norway, the German Democratic Republic, Hungary and Bulgaria. The rate of growth in the number of these students (Table 9) was particularly high in this group of countries as compared with the overall growth of the student population.

In the other 17 countries we find either stabilization (Czechoslovakia, Romania, Spain, Italy, Finland, Portugal, Greece and Iceland) or a decline (Federal Republic of Germany, Netherlands, Austria, England and Wales, Albania, Switzerland, Sweden, Denmark and Belgium) in the relative importance of this category. It should, however, be noted that in Albania this drop occurred between 1960 and 1965 and a slight increase can be seen between 1965 and 1970 following a considerable development in the number of these students (21% per annum).

(b) Agriculture suppose associated light a 08 layor loss to

In 1970 the proportion of students in agriculture was less than 6% in all European countries with the exception of the USSR (9%), Poland (9%), Czechoslovakia (10%), Albania (10%) and Hungary (13%). Increases noted in this proportion are few and of little significance and the general trend that emerges, as a whole, is towards a decline in the relative importance of this category (Figure 9). This decrease has been very clearly marked in Bulgaria (5% in 1970 as against 14% in 1960), in Romania (6% in 1970 as

Fig. 9 - Agriculture - Percentage of students



against 13% in 1960), in Yugoslavia and in the German Democratic Republic; in three of these countries the number of students in agriculture dropped in absolute terms between 1960 and 1970.

5. Medical sciences

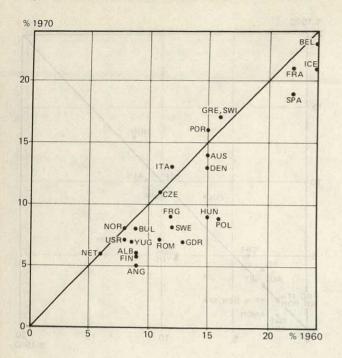
The decline in the proportion of students enrolled in medical sciences is one of the most significant features of the distribution by field of study (Figure 10).

In the first group of countries (Belgium, France, Iceland and Spain) the proportion of students in this category is very high: between 19 and 23% in 1970. It has dropped as compared with 1960 but by a fairly small percentage in Belgium and France. In these two countries, contrary to what has been seen with regard to the whole student population, the number of students in medicine grew more rapidly between 1965 and 1970 than during the 1960-65 period.

In the second group of countries (Switzerland, Greece, Portugal, Austria, Denmark, Italy and Czechoslovakia) the proportion of students enrolled in this category varies between 11 and 17% in 1970. Between 1960 and 1970 it remained stable in Czechoslovakia and dropped slightly in Austria and Denmark. The remaining countries are the only ones in Europe where an increase — although slight — can be seen in this percentage.

Lastly, in the third group consisting of 14 countries where medical students represent less than 10% of overall numbers in 1970, it can be seen that this percentage has sometimes decreased appreciably between 1960 and 1970.

Fig. 10 - Medical sciences - Percentage of students



6. Female students by field of study

Table 11 shows the proportion of female students by field of study*. These data enable a clearer picture to be gained of female enrolment in higher education insofar as they reveal certain differing trends in studies according to sex.

In both 1960 and 1970 female enrolment was much more marked in humanities or education (teacher training) in all countries, the important exception being Poland where it was greater in medical sciences. The percentage of women among humanities students is, in certain countries, twice as high as the overall female enrolment rate; this is particularly the case in Belgium, Greece, Italy and Spain. The same observation applies to education, for example, in the Federal Republic of Germany and Sweden. It can also be seen that the female enrolment rate in these two fields of study has gained ground in almost all countries. Only in Spain was there a fairly marked of decrease in respect of humanities - 56% in 1970 as compared with 62% in 1960. In Switzerland, Spain and Greece there was also a decline in the figure in respect of "education", but the number of students in this category is very limited in these countries.

In 13 countries (Portugal, Bulgaria, USSR, Poland, Hungary, Sweden, Yugoslavia, Romania, Austria, Greece, Federal Republic of Germany, Netherlands and German Democratic Republic) female enrolment is relatively important in the fine arts, i.e. it is equal to or higher than the overall enrolment rate. Between 1960 and 1970 it dropped in Austria and Greece and, less obviously, in the Federal Republic of Germany and the Netherlands, while

it increased in all other countries. It should ne noted, lastly, that the percentage of women among students in fine arts which was extremely high in Spain in 1960 (57%) dropped to 24% in 1970.

In 1970 the female enrolment rate in medical sciences exceeds 50% in the following countries: Poland (76%), Romania (63%), Bulgaria (62%), Yugoslavia (60%), Hungary (56%), Czechoslovakia (56%) and the USSR (56%). In relation to overall enrolment it is also fairly high in Portugal (47%), Albania (46%) and Denmark (38%). This proportion has increased or remained stable in all European countries with the exception of the Federal Republic of Germany (26% in 1970 as compared with 34% in 1960) and Austria (29% in 1970 as compared with 31% in 1960).

As regards the natural sciences, the percentage is also very high in certain countries such as Bulgaria, Poland, Romania, Hungary, Yugoslavia and Czechoslovakia. It is, however, relatively very low in other countries such as the Netherlands (14%), Norway (16%), the Federal Republic of Germany (19%), Greece (20%), Denmark (22%), England and Wales (22%) and Sweden (23%) and there was no very appreciable increase in this proportion between 1960 and 1970.

Female enrolment rates in law studies which were, in general, very low in 1960 have increased in all countries with the exception of the Netherlands and Austria. The increase was considerable in many countries and in certain of these (Spain, Iceland, Hungary, Albania and Portugal) the rates have at least doubled during the decade.

The increase in the proportion of women students has also been considerable in the social sciences. However, as in the case of law, this has nor occured in the Netherlands and Austria, not has it in the Federal Republic of Germany. The rates have doubled, or nearly so, in 9 countries: Hungary, Poland, Albania, Greece, Belgium, Italy, Switzerland, Iceland and Norway.

In the USSR and Bulgaria the proportion of women among engineering students exceeds 35%. In another group of countries (Poland, Hungary, Romania, Yugoslavia, Albania, Czechoslovakia, Portugal and the German Democratic Republic) this percentage varies in 1970 between 12 and 21%, representing an appreciable increase as compared with 1960. In all other countries, the female enrolment rate is extremely low: under 6%. Certainly there has been some increase since 1960 but this does not appear to be very significant. The distiguishing feature of this field of studies is, thus, a male student enrolment rate of over 80% in all European countries, with the exception of the USSR and Bulgaria where the discrepancy between male and female enrolment is less pronounced.

Lastly it can be seen that in almost all countries the proportion of women students in agriculture is much higher than in engineering and has moreover increased appreciably between 1960 and 1970.

^{*} This proportion will also be termed "female enrolment rate".

Table 11 — Proportion of female students by field of study (as a %)

male sign of the s			Humanities		Education		Fine arts	Law	3	Socies	Social	Natural	Natural	Engir	Engineering	Medical	cal	Agric	Agriculture
Country/Pays	Total	STORE OF	Lettres		Education		Beaux-arts	s Droit	oit	Sci	Sciences	Scie	Sciences exactes et	Scien	Sciences de l'ingénieur	Sciences	Sciences	Agric	Agriculture
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Austria/Autriche						53	3 43	15	15	22	19	27	27	က	2	31	29	7	1
Belgium /Belgique - total	26	36	39		99	<u> </u>	7	. 15		17	nger	25	:	2		28		-	dige.
Universities/Universités	19	29	39 51		33 44	-	1	- 15	26	14		25	34	dpe	2	19	58	-	00
Bulgaria/Bulgarie	40	51			46 63						99	29	69	56	35	22	62	34	21
Czechoslovakia/Tchécoslovaquie	34	38	43 5	29	62 74	1 31	1 34	1 28	33	28	44	49	46	12	15	22	26	19	25
Orango () Areman	31	37			53 59		30 27	23	31	σ	17	20	22	,	~	37	38	4	7
Finland/Finlande		48	7 27	75					307	4	ldu	34	40	10	9	42	43	29	42
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German Democratic Republic		S. Pe															The second		
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République fédérale d'Allemagne	23	27	38 4	44	62 61	1 41	1 40	1	13	14	13	13	13	-	7	34	26	0	25
Greece/Grèce	25	32	53 6	89	49 45		45 41	1 28	38		29	16	20	က	9	25	28	9	14
Hungary/Hongrie	33	43		65	61 76		39 47	7 20	94 (30		20	52	10	20	46	26	12	19
Iceland/Islande		25		47	arki Ma	nel 12	9	9 -	3 15			1	26	ila	က	7	10	I	1
Italy/Italie		38		74	56 74		24 24	1 16				35	36	2		19	20	7	2
Netherlands/Pays-Bas	26	28	36 4	41	41 43	3 4	11 40) 26	20	3	29	12	14	SQ A	9	21	21	ω	13
Norway/Norvège	34	35		47	57 59		23 15	5	16		18	17	16	2	ო	21	39	D	00
Poland/Pologne		47	2 99	71	55 70	at	42 48	3 29	45			53	09	15	21	89	9/	30	39
Portugal		44	47 7	73	46 45	viiv	44 52	2 10	1 21		32	35	43	7	15	30	47	6	25
Romania/Roumanie		43		67	52 61		38 45	5 21	22	31	OD.	20	53	18	21	20	63	21	27
Spain/Espagne		27	62	99	63 55	5	57 24	tonoi onoi	, 19	Tre	16	21	30	-	1011	21	27	0	00
Sweden/Suède	36	42	ina,	33	62 99	9 4	4	7 16	3 24	davi)	. 38	25	23	4	9	32	40	7	19
Switzerland/Suisse	17	23	37 6	12	64 44	4 1	12 16	3 6	15	10	19	12	18	t in	7	17	21	2	10
Union of Soviet Socialist Republics				TOI	nive con		o n vad dis								\$10)				
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England and wates Angleterre et Pays de Galles	32	39		64	id o	अस्त् अस्ति	(BE)	Sq.	d ,ai	. 20			22	2	2	24	31	1	15
Yugoslavia/Yougoslavie	29	39	22 (63	46 5	54 3	36 45	5 26	3 41	28	3 42	39	48	1	17	41	09	11	24
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NOTES — France — Universities only. Economics are included with law and the other social sciences with humanities.

England and Wales — Full-time students only. Education and fine arts are included with humanities and law with social sciences.

1. Trends in the total number of graduates

As already indicated, graduates are classified according to three "stages of diploma" i.e. levels of qualification obtained:

Stage A: Diplomas and certificates not equivalent to a first university degree

Stage B: First university degrees or equivalent

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Table 12 is intended to show the types of qualification taken into consideration in the various countries as well as their relative importance. Several difficulties with regard to the comparability of these statistics at the European level emerge from this table.

As regards Stage C, this study does not take into account the distinction that can be made between higher university degrees (or equivalent) of the master's degree (Stage C1) and the doctorate type (Stage C2). This distinction is, however, sometimes useful in order to understand the classification of degrees and diplomas in many countries, particularly where criteria for the definitions of Stages B and C do not correspond exactly to those referred to above. Thus it can be seen that in certain countries. such as Hungary, Norway (university education), the Netherlands (university education) and Poland, Stage C1 degrees represent the majority of awards conferred, largely owing to the fact that university or equivalent studies lead directly to higher university degrees (Stage C1). On the other hand in most countries the largest number of awards' conferred are Stage B degrees. It should also be noted that data relating to doctorates (Stage C2) are not available for the following countries: German Democratic Republic, Bulgaria, Hungary, Romania, Czechoslovakia and the USSR. This is due mainly to the fact that such data are often included with manpower rather than educational statistics.

Insofar as the majority of Stage A diplomas are awarded by the non-university type of educational institution, it is clear that trends in their development cannot be analysed in instances (such as Norway, for example) where data are available only for university education.

Table 13 sets out growth rates in the number of graduates according to the stage of diploma awarded.

As regards Stage A, a very clear falling-off can be seen in the annual growth rate for the number of these diplomas during the 1965-1970 period in all countries except Austria and Denmark. In some countries there has even been a decrease in absolute terms. It is interesting to note that in general the majority of these diplomas relate to "education" (teacher training) and that the drop is particularly noticeable in this field of study. In the case of many of these countries we have already referred, in section II above, to the considerable reduction in the number of these students. As Stage B (or in some cases

Table 12 - Distribution of higher education graduates by stage of diploma (as a %)

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Country/Pays	Year	L	evel/Nivea	u
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Albania/Albanie	1960 1968	24	76 72	-
· · · · · · · · · · · · · · · · · · ·	24 1 21		8 30 E	_
Austria/Autriche	1960 1970	3	65 65	32
Bulgaria/Bulgarie	1961	25	75	1
Bulgaria, Bulgarie	1970	23	77	penn
Czechoslovakia/Tchécoslovaquie	1960	UH. B	100	
Silver and a second residence of compa	1970	41 311 1	100	(10
Denmark/Danemark	1960	71	28	1
	1970	68	31	1
Finland/Finlande o o o o	1960	22	76	2
transport and the state pure laws or	1970	13	82	5
German Democratic Republic	1960	Soc Es	100	-
République démocratique allemande	1970	1	100	-
Federal Republic of Germany République fédérale d'Allemagne	1960	25	62	13
Greece/Grèce	1969	19	68	13
Greece/Grece	1962 1970	25 13	71 84	3
Hungary/Hongrie	1960	4	14	82
Transgar y/Trongric	1970	38	12	50
Iceland/Islande	1962	17	83	10 _
	1970	10	84	6
Ireland/Irlande	1960	17	67	16
	1965	11	67	22
Italy/Italie	1960	3	97	_
	1970	2	98	has-
Netherlands/Pays-Bas	1965	72	13	15
Poland /Poland	1971	60	14	26
Poland/Pologne	1966 1970	52 43	15	39 42
Romania/Roumanie	1960	45		19
8 8 9 8 8 2 3	1970	ium, i	100	
Spain/Espagne	1960	-3-	89	E 11
729 MMG66	1969	ICH SP	96	4
Sweden/Suède	1960	37	56	5 7
	1970	24	70	6
England and Wales	1962	44	40	16
Angleterre et Pays de Galles	1968	44	39	17
Yugoslavia/Yougoslavie	1961	43	55	2
University adverses	1970	53	44	3
University education only/Enseigneme		staire se		
Belgium/Belgique	1966	inTur	75	25
France	1960	nd Tau	80	20
Norway/Norvège	1966	SE WIL	74	26
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1960 1970	शाह तह	23 40	77 60
Switzerland/Suisse	1960	as bron		
	1960	ESTERI	77 80	23
United Kingdom/Royaume-Uni	1966	BUTTO IN	69	31
	1970	ARE THE	69	31
29 2 4 4 5 5 6 9 5 5				

Stage A: Diplomas and certificates not equivalent to a first university degree.

Stage B: First university degrees or equivalent.

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Table 13 — Average annual growth rates in numbers of graduates and all the state of the state of

Country/Pays	Level A/Niv	reau A	The same of the sa	Level B/Niv	eau b		Level C/Niv		
Ballace Registering Medican Agricultur	1960-1970	1960-1965	1965-1970	1960-1970	1960-1965	1965-1970	1960-1970	1960-1965	1965-1970
Albania/Albanie ¹	13.8	23.8	-1.1	10.7	11.8	8.8	-	M=6.5	-
Austria/Autriche	11.3	11.1	11.5	6.8	9.0	4.7	6.2	5.6	6.9
Bulgaria/Bulgarie	7.8	39.0	-12.0	9.4	9.7	9.1	_	_	-
Czechoslovakia/Tchécoslovaquie	_17	_	_	6.8	12.8	1.2		- samuel	Alemenia
Denmark/Danemark	6.3	5.3	7.4	8.2	4.8	11.7	0	-1.4	1.4
Finland/Finlande	1.6	7.1	-3.6	10.3	10.4	10.3	18.3	32.0	5.9
German Democratic Republic									
République démocratique allemande		-05	_	5.0	7.5	2.5	- I	9 - 2	a -
Federal Republic of Germany									
République fédérale d'Allemagne		7.8	-1.6	8.5	5.9	12.0	6.6	1.3	13.8
Section 1 to the section of the sect	10	2.7	-4.9	8.2	3.6	13.0		, viemuno (f)	-2.6
Hungary/Hongrie	38.0	91.0	0.3	9.3	29.1	-7.4	5.0	10.5	-0.2
testeral/Lalameto	4.5	5.2	4.0	11.3	8.6	12.9	-	- styraleti	Finbodd
Ireland/Irlande		0.5			9.4			16.2	
Italy/Italie	6.2	9.2	3.2	10.9	5.9	16.2	M=	3-	A THE S
Malta/Malte			8.5		25.	22.0	Augusta	a to offdugs	15.8
Netherlands/Pays-Bas		28	1.6			6.5	16.	malua o maji	14.8
Poland/Pologne ²		30.0	2.2	200	1-	0061	10.1	8.2	11.6
i olalid/i ologiic		-		10.6	14.0	7.3		-	-
			-	9.6	6.8	10.7		shundid	-3.2
Spain/Espagne	7.0	10.6	3.7	15.0	9.2	24.0	10.7	9.5	12.7
Sweden/Suède		10.0	0		7				
Union of Soviet Socialist Republics									
Union des républiques socialistes		100		7.5	5.8	9.2	-		-
sovietiques		1.61-			0.0				
England and Wales ³	15.5	20.0	9.4	8.8	6.9	11.3	11.1	8.8	14.2
Angleterre et rays de danes		12.3	1.8	1.2	-0.1	2.5	12.4	13.2	11.9
rugosiavia/ rougosiavie	0.0		1.0	553		1261			
Enseignement universitaire seulement/Uni	versity education	on only							Polandiffe
Belgium/Belgique ²		_	_	7.3	4.9	9.8			
France	192	_ 30.0	4		8.1	***		15.4	Market 19
Norway/Norvège		- 4	34 123	18.1	16.5	19.7	8.9	8.2	9.6
Switzerland/Suisse		11 - 12 To	- 2	8.9	6.0	12.0	6.6	3.6	9.7
United Kingdom/Royaume-Uni	_70	8-M 5	-	. 98		9.1	10	nd Wales	8.9
United Kingdom/Royaume-Uni							Sallas sollas) op synt led	

The reference years for stage A are: 1960, 1965 and 1968.

2. Stages B and C are shown together.

3. The The reference years are: 1961, 1965 and 1968.

Stage A: Diplomas and certificates not equivalent to a fisrt university degree.

Stage B: First university degrees or equivalent.

Stage B: First University degrees of equivalent.

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Stage C) are the most numerous, their evolution tends to follow that of the student population, taking into account a certain time lag. Comparison should be made, of course, in relation to student intake; we find, however, in a few countries, such as Denmark, Finland, the German Democratic Republic, Greece, Italy and the USSR, a certain correlation between the growth in the number of graduates during the 1965-1970 or 1960-1965 period and the student population between 1960-1965 or 1955-1960 (see Section I above). This is not always particularly obvious (Federal Republic of Germany and Yugoslavia, for example) and in a few countries (Czechoslovakia, Hungary and Romania) changes in numbers of students seems to affect the evolution of the number of graduates during the same period under review (1960-1965 or 1965-1970). The data available within the scope of this study are insufficient to allow this question to be gone into more thoroughly. It is clear that for this purpose research would have to be done on the relations between student intake and graduates by stage of diploma obtained. In

addition, the time lag would have to reflect the diversity of the length of studies in the different countries and not necessarily the periods considered here (1960-1965 and 1965-1970).

2. Distribution of graduates by field of study

(a) Stage A diplomas

As Table 14 indicates, these awards relate essentially—and in certain countries exclusively—to teacher training. In the great majority of cases these "education" diplomas are obtained following short-term studies in non-university educational institutions. The decrease in the proportion of such diplomas in a few countries such as Hungary is due in fact to the greater diversification of the fields in which this type of diploma is awarded. It will be noted, however, that in other countries (Sweden, England and Wales, and Yugoslavia) the proportion of "education" diplomas has increased appreciably.

Table 14 - Distribution by field of study of stage A diplomas (not equivalent to a first university degree) as %

		THE STATE								SERVERSO
Country/Pays	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture
	- V.E						naturelles			
Albania/Albanie	1960	12.8	100	_				eluperalizado	of the last	(Constructions of
ist to 0	1968	RIA!	100	7.6	S.B	6.3			d'agriculture (Dunnar Kil
Austria/Autriche	1960	100	6.01					7980	Bons	(Timeler)
Austria/ Autricite	1970	78	22					osTables n	Jill boms	Sering D
Bulgaria/Bulgarie					William !		nde	muild beplie	nolifield) s	Sépulaique
bulgaria/bulgarie	1961 1970	-	100	-	-	-	-	ултапату.	lo Midsh	Fodern Vi
D		8.E		7	william.	TARK	conscion 5	organisal A'b	NAMED OF S	Republican
Denmark/Danemark	1960	13	51	24	-15	11	-	21	4 000	12)#1012
	1970	12	55	2	-1.18	14	-	16	4.0000	TY SOUDH
Finland/Finlande	1960	0.0	76	-	3	-50	-	7,070	21	L-(Chalto-
	1970		53	-	12	24	-	-	10	THE PRINCE AND
Federal Republic of Germany	1960		-	- T-	-		_	100	_	Inthy/etime
Rép. fédérale d'Allemagne	1969		-11	- T	-	_	-	100	-	TOTAL SIGN
Greece/Grèce	1960		91	-2	+1000	9	DEGUE.	1900	Sales Bi	A CONTRACTOR
	1970	0.00	93	-	-	7	A RIMAN	1070	Turning.	La TomaR
Hungary/Hongrie	1960	1 B.4	100	_	4		200	_1000	25 ans	Spain
	1970	20	23	40	400	14		48		14
reland/Irlande	1960	_	100	_	_	_	Dile.	togath suitain		to neight
	1965		100	-				ntallmiosar and	The state of the s	unanguara.
taly/Italie	1960	医基型	73			27				oun(rélues
	1970	-	88	_		12	_	- 800	E/BW br	a Egratena
Netherlands/Pays-Bas	1965		48	2				Tellight ab	10 PR PR PR	marelgnA
	1971	-	50	5	Table 1	15	-	36	a/Yougus	2
Poland/Pologne	1960	200	56			5	svin(X)myce	26	William House	3
	1970	B.B.	49		Tark	16	-		26	2
Sweden/Suède	1960		52			16	-	18	16	2
	1970	7 TO 1	62	5	1	-	-		33	2
England and Wales	1965			2	-	3	-	4	28	1-1-1-2
Angleterre et Pays de Galles	1968		55 64		5		5	35	A me bons	N transla
Yugoslavia/Yougoslavie		Tall Falls			7		6	23	-	-
agosiavia, i ougostavie	1961 1970	1	26	-	15	22	Dan see	24	2	9
	1970		51	-	6	20	1	14	5	2

Many Stage A diplomas are also obtained in engineering and medical sciences although the proportion has dropped during the decade.

The social sciences represent over 14% of all Stage A diplomas in Denmark, Hungary, the Netherlands, Poland and Yugoslavia. In Poland this percentage rose from 5% in 1960 to 16% in 1970.

(b) Stage B degrees

Table 15 shows that the proportion of Stage B degrees awarded in the humanities sector has increased in most countries and more especially in Albania, Italy and France (1960 to 1966). A marked decline is found only in Finland, Greece and Sweden. It can also be seen that this proportion differs considerably from one country to another: it is very high in Norway (50%) and in Ireland, ranges between 29 and 34% in France, Italy, Iceland, Finland and the Netherlands, falls between 10 and 25% in the majority of countries and is less than 5% in Czechoslovakia, the Federal Republic of Germany, the German Democratic Republic and Poland.

In Hungary only qualifications conferred in respect of teacher training studies are classified as Stage B awards. In 1969, education represented over 50% of all Stage B degrees awarded in the Federal Republic of Germany, representing a marked increase as compared with the percentage (38%) noted in 1960. The increase has also been considerable in Romania and Sweden. In these two countries and in the Netherlands and Austria as well, this proportion now ranges from 13 to 20%. It is very high in the USSR (34%), the German Democratic Republic (33%) and Czechoslovakia (26%). In the other countries it did not exceed 7% in 1970.

The relative importance of law has decreased in almost all countries, the only notable exception being Denmark (13% in 1970 as compared with 8% in 1960). The decline has sometimes been considerable, as in the case of Spain and Italy where the present proportion is 10% as against slightly over 20% in 1960.

In 1970 the social sciences represented 35% of all Stage B degrees in Sweden, as compared with 22% in 1964. In Greece and Albania, on the other hand, the

Table 15 — Distribution by field of study of stage B degrees (first university degrees or equivalent) as a % and a study of stage B degrees.

	Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agricultur
	1960	11		-	7 3	22 7	9 18	18 13	14 13	20 15
	1970	22	8	1 15	19	15	Salar at I	22	13	6
A CONTRACT OF THE PARTY OF THE	1960 1970	bought and	13	10	17	16	Distance of	22	19	4
	1961	8	13	3	4	16	0.5	22	19	20
AS THE PARTY OF TH	1970	9	2	3	2	15	10	43	8	8
Czechoslovakia	1960	2	27	3	2	8	3	33	11	12
Tchécoslovaquie	1970	4	26	2	3	8	6	31	10	10
Denmark/Danemark	1960	9	_	10	8	5	9	25 17	30 26	12 9
	1970	12	2	6	13		13	10	9	4
Ireland/Irlande	1960 1970	39	2	1	4	17 24	19	9	6	3
German Democratic Republic		3	26	3	2	19	7	16	12	12
Rép. démocratique allemande		2	33	3	3	17	7	22	7	6
Federal Rep. of Germany	1960	5	38		13	11	- 5	12	13	3
Rép. fédérale d'Allemagne	1969	3	56	-	6	10	5	8	12	1
Greece/Grèce	1960	19	The same	2	16	31	8	27 11 15 0	15	3
	1970	15	-	3	14	21	15	9	17	6
Hungary/Hongrie	1960	One Ping too	100	-	4 4 4	7.1	COTE !	capacitans.	30	Sprinkliga
33	1970	7	100	-	- "	35.4	THE STATE OF THE S	datar trabi	22	
Iceland/Islande	1962	30	200 00	_	23 19	15 23	2	and Spain	32 23	DETAIL WAVE
	1970	32	Alexandra .			15	11	8	14	6
Ireland/Irlande	1960 1965	42 48	_	2	2	13	11	7	12	6
Featured Registric of			2	3	23	12	13	11	16	3
Italy/Italie	1960 1970	17 32	6	4	10	15	13	9	10	1
Netherlands/Pays-Bas ¹	1965	25	12	3	100	5	8	21	o rightwoulder	A MINISTER S
Netherlands/Fays-bas	1971	29	15	5	-	7	7	13	DEPT DESI	
Poland/Pologne	1966	4	LOSE TE.	_	<u>- 1</u>	24	100 OT 11	61	0-112700	11
we alteray high in 196	1970	10 16 1 16	4	-	-	26	APPA TO S	53	di n koma	16
Romania/Roumanie	1960	\$ 11	3	3	9	9	9	27	17 6	12
	1970	11	20	3	5	13	7	29		4
Spain/Espagne	1960	12	3	10	22 12	3 8	9	10 13	26 24	3
	1970	22	-	4	5	22	17	16	11	2
Sweden/Suède	1964	24	1 13	2	3	35	11	10	6	001100000
nom dollar a set of error	1970	20	13	2/	0.0					
Union of Soviet Socialist Republics/Union des	1960	es estor s	37	Tendhan	nibili morro.	8	Alato en la	35	9	10
républiques socialistes	1070		34		_	8	_	41	7	10
sovietiques	1970		24		2	5	27	17	8	2
England and Wales Angleterre et Pays de Galles	1965 1968	een in the l	24		2	E AROLIGONES	26		7	no al anil
Yugoslavia/Yougoslavie	1961	14 mad	German	6	15	15	6	19	13	12
uss, on the whole, deep	1970	oge12 od7 8	2 000		12	16 7 3 9	8			dances is
University education only/E	nseignem	ent universitai	re seulemei	nt						
Belgium/Belgique	1966	11149W2 b	6	-	9	25	13	14	16	ni adrain
France ²		19 0000		-	9	all a riscinc	29	23 18	18	3
rrance	1966		stonetly.	- ,31	10	(molestelan		dread al		
Norway/Norvège		49		_	bat-om	21 24		n mezna France (14		
	1970		THUTTHUM	4	10	16	14	24	222	2
Switzerland/Suisse		8 AV 11	CURCIA	3	11.0	25	18	14	1.4	2
	1970	14	1760:	3	4	17	25	16	9	2 2
United Kingdom	1966								9	

^{1.} Slightly over 20% of these degrees cannot be classified by field of study.

Universities and engineering schools. Economics are included with law and the other social sciences with humanities.

Table 16 — Distribution by field of study of stage C degrees the study of stage C degrees (higher university degrees or equipment) as a %

Country/Pays	prio (Year Année	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit		Social sciences Sciences sociales	Natura science Science exactes naturel	es Sci es l'in	gineering ences de génieur	Medical sciences Sciences médicales	Agricultur
Austria/Autriche		1960	16	4		27		36	10	7		- Automobile	4
		1970	20	3	-	36		19	13	7	erform	Atsonua	2
Finland/Finlande		1960	24	1	_01	8		12	38	14		_	6
		1970	18	3	-	6		12	30	15		12	5
Federal Republic of Germany	CF.	1960	11	2	12	11		8	21	7		34	8
Rép. fédérale d'Allemagne		1969	10	-	-	7		5	20	8	sixey		4
Greece/Grèce		1962	4	2	2	9		1	7	3		80	3
		1970	-	-	-0	2		2	10	6		65	4
Hungary/Hongrie		1960	11	1	4	9		6	6	28		20	16
		1970	13	-	3	8		9	10	31		15	11
celand/Islande		1970	100	1	J	_		DE.	1070	100			
reland/Irlande		1960	82	2	The same	2		1	8 31	aval 190	minome	4	_
		1965	77	<u>1</u> 0	2	1		4	The second second			-4	2
Netherlands/Pays-Bas		1965	17	1	_	11		14	13	22		17	
		1971	15	2	7	14		18		18		15	5
Poland/Pologne		1966	13	6	3	6		13		10		-	H
		1970	11	10	3	6		14	12 11	22 25		14	11
Spain/Espagne		1960	22			20				25	BlunoH	12	8
		1969	20	_		10		6	15 31	_		32	5
Sweden/Suède		1964	19	2	_	1		CERT	Property	_		33	2
		1970	16			1		12 19	33	17		13	3
England and Wales		1965		47				SI		17		12	4
Angleterre et Pays de Galles		1968		41			14		21 19	4		13	2
Yugoslavia/Yougoslavie	I feet	1961	13	2	1		'	JET .		13		8	2
		1970	9	1	4	9 7		11	22	9		11	22
University education only/En	seigne	ment universi	taire seulement					11	24	17		14	13
Belgium/Belgique		1966	34								other a street		
France ¹				8		2		16	32	2.1		7 bnate9	- 1
Tance		1960 1966	38	=	-	21			39	-		3	-
Norway/Norvège			41	EVA	TE	12		-	46	10		1	100
voi way/1401 vege		1960	12	7	3	9		1	8	26	THE PARTY OF THE P	31	10
Switzerland/Suisse		1970	15	10	3	10		5	13	28	anger	000	8
Antechana Gaisse		1960	18	41	1.	20		16	40	5		Spain/Ei	2
Jnited Kingdom		1970	25	7	75	15		15	33	9		-	2
Royaume-Uni		1966		31	3	1		13	20	13	In PERIO	0	2
		1970	7	30	2	1		18	18	14	18 St.	8	2

decade saw a sharp decrease in this proportion. This decline is contrary to the trend to be seen in the majority of countries where the proportion of degrees in the social sciences is increasing.

Degrees in natural sciences have increased more particularly in those countries where the number was fairly low in 1960: Albania, Bulgaria, Czechoslovakia, Denmark, Greece and Spain. In the other countries it has remained stable although in France (1960 to 1966) and Sweden (1964 to 1970) a certain decline can be noted.

In all countries with the exception of Austria, Greece and Yugoslavia, the proportion of degrees in the medical sciences has dropped appreciably.

During the period under review the proportion of degrees in engineering almost doubled in Bulgaria: 43% in 1970 as against 22% in 1961. Less marked increases

can be seen in the USSR, Romania, Yugoslavia, the German Democratic Republic, Spain and Greece. In other countries the proportion has, on the whole, decreased, particularly in Poland, Denmark, Switzerland, the Netherlands and Sweden.

The proportion of degrees in agriculture is decreasing steadily. In 1970 it was less than 10% in all countries with the exception of Poland and Albania. In Poland this proportion rose from 11% in 1966 to 16% in 1970 while in Albania it was only 15% in 1970 as compared with 20% in 1960:

(c) Stage C degrees

As already stated, Stage C covers the majority of degrees awarded in Hungary and Poland and also in Norway and

the Netherlands as far as university education is concerned. As Table 16 indicates, these degrees are very clearly concentrated, in Hungary and Norway, in the engineering, medical sciences and agricultural sectors, these accounting for over 50% of the total. This phenomenon was, however, more noticeable in 1960 as in 1970 distribution has become slightly more diversified. Thus in Norway (university education) medical sciences represented 17% of these degrees in 1970 as compared with 31% in 1960. In the Netherlands and Poland, distribution by field of study is, from this standpoint, more balanced.

In other countries the part played by Stage C degrees varies appreciably, owing to the diversity of the educational and degree award systems. Their distribution by field of study, moreover, differs very clearly in general from that of Stage B degrees. It can also be seen that in many cases these degrees seem to be concentrated in certain fields of study which vary from country to country.

In the United Kingdom (university education only) where Stage C is highly developed, "education" (teacher training) represents 30% of these degrees, the other two important sectors being natural sciences and social sciences.

Natural sciences also account for a high proportion of Stage C degrees in Belgium, Finland, France, Sweden, Switzerland, Yugoslavia and, more recently, Spain.

In the Federal Republic of Germany the proportion of Stage C degrees in the medical sciences rose from 34% in 1960 to 46% in 1969; this field of study also holds a leading place in Greece and Spain.

The proportion of Stage C law graduates in Austria, which was already high in 1960, rose to 36% in 1970 whereas in Spain and Switzerland this field of study lost ground appreciably.

These one or two observations are sufficient to point out how Stage B and C degrees differ in respect of distribution by field of study. In particular, with Stage C degrees there seems to be a much more pronounced leaning towards subjects in the natural sciences sector rather than the humanities and social sciences sectors.

40 46 12

A large number of stage 8 degrees (about 20 %) served be absolved by tield of study; the proportion of women among such graduals axis each 90 %

Conversions and engineering calcols. Economics are included with low and the other social edienots with humanities.

0-

3. Proportion of women graduates dollars - Vi slost

Inasmuch as Stage A diplomas relate essentially to teacher training studies, medical sciences (paramedical professions) and the social sciences, the proportion of women among these graduates is relatively much higher (Table 17). For example, in "education" the proportion of women exceeds 80% in Hungary, Poland and Sweden and in medical sciences it exceeds 90% in Denmark, Finland and Poland. The proportion is almost nil in instances where these diplomas are conferred solely in respect of engineering studies, such as the Federal Republic of Germany. However the proportion in this particular field of study is fairly considerable in Poland (40%).

As in the case of the student population, the proportion of women among Stage B graduates is, in general, greater in humanities, "education" and medical sciences. In certain cases the proportion among "education" graduates may seem smaller than that of female enrolment in the same category. It should, however, be noted that student enrolment has not been analysed by different types of study programme and it is obvious, as regard "education", that female enrolment is higher in study courses leading to Stage A diplomas.

In certain countries (Federal Republic of Germany, Greece, Italy, Netherlands and Spain) the proportion of women among all graduates at Stage B seems to be slightly higher than the overall female enrolment rate in the student population. In the case of the Federal Republic of Germany where this difference is fairly sizeable, it is also accounted for by the fact that students have not been classified by type of study programme; thus the total number of students, also includes those following courses leading to Stage A diplomas where female enrolment is almost nil.

With the exception of Hungary, Poland, France (1966 data) and Ireland (1965 data), the proportion of women among Stage C graduates is very low. It should be noted that as in certain countries the number of these awards is very low - sometimes involving a single graduate percentages by fields of study in Table 17 are not always very significant.

University Education only/Enseign

Country/Pays	Year Année	Level of degree o diplôme Niveau d	raise	l Hum Letti		Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et	Engineering Sciences de l'ingénieur		es culture es
- 70 some o To or the	1919.	diplôme	dage	o" ni	sign	verse.	Speciality	\$850 mg	in the description	naturelles	e in 1960	Meson	ion moi
Albania/Albanie	1968 1970	A B	40 31	44		40 36	-		ated 7.7%	sea remandes	dical screen	out (a	o it south
Austria/Autriche	1970	A					29	15	43	34	16	46	5
Austria/Autricite	1970	В	37 24	20 68		100 51	52	13	bland yd m	distribusio	balog b	32	8
		С	21	39		49	-	18	10	19 od 57	on onload	25	13
Bulgaria/Bulgarie	1970	A B	71 46	- 67		71 37	_ 25925 58 -25	45	52 52	63	33	58	15 <u>1</u>
Czechoslovakia									heir distrib	Lamatava	hanvan es	mob h	as farm
Tchécoslovaquie	1970	В	36	53		52	35	43	39	22	17	64	28
Denmark/Danemark	1970	Α	49	88		60	- 63	A 10 - 10 B	15	ma-I anan	mail B sout	96	ad t-arc
		В	22	41		22	24	25	7	19	4	32	9
Finland/Finlande	1970	A	75			68	67	51	93	vmv dond	Wimberta Tr	91	l n a tro
		B	48	75 22		64	28	18	43	42	2	39	35
Federal Rep. of Germany	1000			22		8	3(0)	11	11	14	4	13	25
Rép. fédérale d'Allemagne	1969	A B	1 40	30		59	- ando	- T	milianis	I Englavel	1 level at	Tron	2 5560
What were delay a		C	16	22		-	- DWJ	11	11	7	3	32 26	15
Greece/Grèce	1970	A	54	nil-ne		51	_	1000	100	ne bourtan	Shind pyr	20	13
		В	33	71	190 0	-	43	35	30	22	7	31	15
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Hungary/Hongrie	1970	Α	44	To be		93	00	sha n a2	65	m File mi	23	u-onh	13
		B C	60	-		60	-	-03502	v Hoose	and the land	Strick court	There	havious
celand/Islande	1070		41	63		6/11	53	45	57	54	21	56	20
	1970	В	25	47		dura.	- nj 194	11	6	33	m Tall of a	24	Text 12
reland/Irlande	1965	B	30 37	40		-	42	22	31	28	1-0001 W	22	2
taly/Italie	1970	A		45			-	22	2	9	in Greece	23	notine of
also includes represent	1970	В	49 43	- 75		53 75	-	2 n	16	Well Trans	of to make	-	a.Tr
Netherlands/Pays-Bas ¹	1971	A	36	2			33	17	24	44	slaid vans	21	3
	Jim's	В	42	33		45 33	33	Salts 1	51 6	Nantagetin	12	45 m	4
		С	15	32		47	_	20	10	16 10	3	17	10
Poland/Pologne	1970	Α	77	-		83	46	04 fm	86	Alaitevan		17	12
		B	28	75		75	-mdinted	to too	44	(Queroal)	25 V	95 12	33
Romania/Roumanie	1070	SET THEFT IS	47	67		56	49	44	49	60		64	41
Spain/Espagne	1970		44	64		62	49	20	46	56	26	64	25
opani, Espagne	1970 1969	B	29 21	20	53		32	19	20	34		28	5
Sweden/Suède	1970			36		101	-	11	5	20		19	metrl and
	1370	-	72 40	70		89 48	60	-	47	-	-	51	20
			19	31		-	41	22 22	36 30	29	8	32	16
Yugoslavia/Yougoslavie	1970	A	44	51			51	30		18		11	5
			36	62			67	31	40 33			72	15
University of the second		С	23	37			49	12	14	27		49 38	19 11
University Education only/E		nent unive	sitair	e seule	ement						The state of	30	e Herb
Belgium/Belgique	1966		22	41		42	-	14	19	27	1	20	
range ²			30	41		37	-	10	25	25	1	22	3
France ²	1966		38	67			-	24		33	4 ;		4
lorway/Norvège	1070		39	57		-	-	18		29		35 37	3
or way/Norvege	1970			41		_		-	7	1.4		1970	Witteld to
nited Kingdom	1070			26			14	15	10	8	3	21	6
Royaume-Uni	1970			53 2°			28	18	34	25		28	17
the state of the s			-0	-		49	24	11	27	12		15	14

A large number of stage B degrees (about 20 %) cannot be classified by field of study; the proportion of women among such graduates exceeds 90 %
 Universities and engineering schools. Economics are included with law and the other social sciences with humanities.

OCEANIA STAR (Table 3) the proportion of September 2 tamparities has remained very volum the significal harms.

and to a feet not improve a L. NUMBERS OF STUDENTS ENROLLED in to a section to the communication to the communication of the communicat

II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

III. GRADUATES

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paramona to anterviru. In an electric Perulauten enderings promasiliant				
Non-university specifier training Energytement non- universitate	7.2	0.8		

			7 10	
			8.81	
	32.1 51			
		5.01		

I. NUMBERS OF STUDENTS ENROLLED

This analysis is concerned mainly with trends in higher education in Australia and New Zealand. The statistical tables do however contain some data on higher education in other countries and territories of Oceania. It should also be noted that in the Fiji islands the University of the South Pacific, which took in 160 students in 1968, the year of its foundation, was taking in about 450 in 1970; in Guam there has been a very marked expansion of higher education since 1960, with the number of students topping 2700 in 1970; in New Caledonia and Western Samoa some educational establishments offer courses of higher education, although the number of students attending them is very small; lastly, the University of Papua and New Guinea which was founded in 1966 was taking in rather more than 1,000 students in 1970.

As can be seen from Table 1, the increase in student numbers in Australia and New Zealand has fallen back slighly since 1965. In Australia this trend can be observed both in university and non-university education, although it is more marked in the latter sector. In New Zealand, however, it has occured only in the non-university sector

Table 1 - Average annual growth rates of enrolment (as a %)

	Aust	ralia/Aust	ralie	New Zealand/ Nouvelle-Zélande			
Pays-Bas	1960-70	1960-65	1965-70	1960-70	1960-65	1965-70	
Total/Effectif total	7.5	9.6	5.4	7.1	7.9	6.4	
Universities and equivalent institutions/Universités et établissements équivalents	8.1	9.2	7.0	8.1	7.0	9.2	
Non-university teacher training Enseignement normal non universitaire	7.2	8.0	6.5	6.9	4.4	9.5	
Other non-university institutions Autres établissements non							
universitaires	6.7	8.5	4.8	10.3	13.5	7.1	

Table 2 — Number of students as a percentage of the total population in the 20 to 24 year age-group (enrolment ratio)

Year/Année	Aus	tralia/Aust	tralie	New Zealand/ Nouvelle-Zélande				
	MF	М	F	MF	M	F		
1960	13.1	18.8	7.0	23.6	34.1	12.8		
1965	16.0	22.1	9.7	30.7	44.5	16.0		
1966	16.7	22.9	10.2	32.6	48.0	16.8		
1967	16.6	22.8	10.1	32.1	46.4	17.0		
1968	16.8	22.9	10.3	33.3	48.6	17.8		
1969	15.9	21.1	10.5	35.3	50.3	19.7		
1970	16.7	21.9	11.2	36.0	51.7	19.7		

of higher education (excluding teacher training colleges), the growth rate falling from 13,5% per annum between 1960 and 1965 to 7.1% per annum since 1965.

It should also be noted that part-time students form a large proportion of the total. In New Zealand they represent almost the entirety (96%) of students registered in non-university educational establishments other than teacher training colleges. Whereas 50% of university students were part-timers in 1960 this proportion had fallen to 32% in 1970. The proportion of part-time students in university education dropped in Australia as well, falling from 41% in 1960 to 37% in 1970. Information available for 1970 on non-university education in Australia indicates that part-time students account for 54% of the total.

In 1960 151 per 10,000 inhabitants in New Zealand and 96 per 10,000 inhabitants in Australia were following a course of higher education. The gap between the two countries has widened still further in the course of the decade; in 1970 the corresponding figure was 301 (double the 1960 figure) in New Zealand, while in Australia it was 143.

Table 2 shows for these two countries the enrolment ratio which is defined for the purposes of this study as the number of students in relation to the total population in the 20 to 24 year age-group. Although this does not strictly speaking denote the enrolment level inasuch as it does not take into account the age structure of the student population, this ratio does nevertheless reflect the wide extension of higher education in the two countries concerned, particularly in New Zealand. There the 1960 ratio, which was already very high, continued to increase very steeply and in 1970 had reached 36%. In Australia, on the other hand, the ratio remained fairly steady between 1965 and 1970, the increase being limited to the preceding period.

Table 2 also shows the enrolment ratio calculated separately for men and women. It should be emphasized that the proportion of women students has increased in Australia only, where it rose from 26% in 1960 to 33% in 1970. In New Zealand female enrolment in higher education remains the same (27%) in 1970 as it was in 1960. This state of affairs is reflected in a very marked discrepancy between the enrolment ratios for men and women. In New Zealand the number of male students as a percentage of the total male population in the 20 to 24 year age-group was over 50% in 1970 while the corresponding figure for women was barely 20%. The enrolment ratio is thus 2.6 times higher for men than women and has remained so throughout the decade. In Australia this gap was slightly narrowed in the course of the decade although in 1970 the enrolment ratio was almost twice as high for men as for women.

In 1970 foreign students accounted for slightly more than 4% of the total in Australia and 3% in New Zealand.

Unesco surveys indicate that the number of Australians and New Zealanders studying abroad is not very large (approximately 2,300 and 1000 respectively in 1970).

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II. DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

Tables 3 and 4 show the distribution of students and average annual growth rates by field of study. It should however be noted that the statistics for the two countries are not strictly speaking comparable, mainly because figures for the distribution of students by field of study are not available for non-university educational establishments (excluding teacher training colleges) in New Zealand.

In Australia (Table 3) the proportion of students in the humanities has remained very much the same although a slight increase is to be observed. No change has taken place either in the proportion of students in fine arts, law and agriculture, each of these fields accounting for at least 4% of the total. Students in "education" (teacher training), the proportion of which had decreased in 1965, represented 18% of the total in 1970, a figure very similar to that for 1960 (19%). This field of study, the natural sciences and, to a lesser extent, the medical sciences are the only ones in which the growth rate has accelerated since 1965.

The proportion of students in engineering has decreased significantly, being only 12% in 1970 as against

Table 3 - Australia: distribution of students by field of study

					A STATE OF THE STA								
Se in 1969 as against worthy character of which	Year Année	Total	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agri- culture		
Distribution en %	1960	100	19	19	4	3	12	10	19	10	3		
Répartition en %	1965	100	20	16	5	3	18	10	17	8	3		
Hebaraton circula to	1970	100	21	18	4	3	16	14	12	7	3		
Average annual rates of	1960-70	7.5	8.4	7.0	6.4	8.3	10.7	10.6	2.9	3.4	5.9		
growth of enrolment (%)	1960-65	9.6	10.6	6.0	10.8	9.2	19.5	8.7	7.8	3.1	8.7		
Taux moyens d'acrois- sement annuel (en %)	1965-70	5.4	6.2	8.1	2.3	7.4	2.6	12.6	-1.9	3.7	3.2		
verfein ni namour la n	1960	26	39	53	31	11	13	19	1	28	4		
Percentage of female	1965	29	47	62	31	12	16	20	2	30	7		
students/Taux de parti- cipation féminine (%)	1970	33	52	65	28	15	15	20	onas anti-ce	35	10		

Table 4 — New Zealand: students enrolled in universities, teacher training colleges and, on a full-time basis, in the technical institutes

the proportions field of study. Thus in	Year Année	Total	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agri- culture
Distribution en %	1960	100	25	19	4 561	ol 5 oils	111 215	lenI nurt	150 for 41st	was the c	2A4
Répartition en %	1965	100	25	19	4	5	10	12	18) JOIL 9)	611100	3
Tiepartition en /o	1970	100	30	23	(2)	4.10	11	14 200016	(8) (0)	(3)	5
Average annual rates of	1960-65	7.9	7.5	7.3	7.7	6.1	5.1	10.8	12.7	3.8	21.0
growth of enrolment (%)	1965-70	6.4	10.5	10.7	18d y	1.2	8.3	8.4	storil to 17	ed tueldou	21.0
Taux moyens d'acrois-	1960							ildulisys n			
sement annuel (en %)	1966						2	26	E109000	24	3
Percentage of female	1960	31	45	71	38	4	3	ASSESSMENT OF THE PARTY OF THE	2	26	5
students/Taux de parti-	1965	34	49	76	21	5	17 bag	26		(20)	OCT OF THE
cipation féminine (%)	1970	39	52	72	(31)	10	14	19	(8)	(20)	6

NOTE: The data for 1970 and particularly those given in brackets are not strictly comparable to the data for 1960 and 1965. This is because full-time students in technical institutes were not included in 1970. Although the numbers involved are small this makes comparison between certain fields of study difficult,

^{1.} These are the "technical institutes" which account for almost half the total number of students in higher education.

19% in 1960. This trend was particularly marked between 1965 and 1970 when student numbers decreased in absolute terms. There was also a decrease, although less marked, in the relative importance of medical studies. Lastly, it can be seen that the rate of growth in the number of social science students, which was very rapid from 1960 to 1965 (19.5% per annum), was only 2.6% per annum between 1965 and 1970.

The proportion of women students has increased mainly in the humanities, "education" and the medical sciences; in fact those fields where it is highest. Thus more than 50% of students in the humanities and "education" were women in 1970; the corresponding figure was 35% in the medical sciences.

As shown in Table 4, the statistical data for New Zealand do not cover all the students in higher education. Although the distribution for 1970 lacks only a small number of students to be comparable to the 1960 and 1965 distribution tables, there is nevertheless likely to be a certain amount of distortion as the number in question only affects three of the fields of study: engineering, medical sciences and fine arts. In these circumstances it was felt preferable to present Table 4 without comment, indicating only that the results given for all but these three fields of study may be considered comparable to those of other years.

III. GRADUATES

As already mentioned graduates are classified according to three "stages of diploma", i.e. level, of qualification obtained:

Stage A: Diplomas and certificates not equivalent to a first university degree

Stage B: First university degrees or equivalent.

Stage C: Degrees awarded to persons already possessing a first university degree or equivalent.

Table 5 shows the rates of increase in the number of graduates for each stage of diploma. The statistics for Australia make no distinction between Stage A and Stage B graduates, who are always grouped together. As this has always been the case it is not possible to indicate the proportion represented by Stage A graduates.

As was the case for student numbers, statistics for the two countries are not comparable as the New Zealand data relate only to qualifications awarded by universities. It should be emphasized that non-university education is an important part of higher education in this country but that there is no information available on diplomas awarded by these establishments.

Table 5 shows that since 1965 the annual rate of growth in the number of graduates has dropped considerably in Australia, for both the categories considered. In university education in New Zealand on the other hand it is only for Stage C graduates that the growth rate has slowed down since 1965; the number of Stage A graduates has

increased at a constant rate throughout the decade and for Stage B the growth rate accelerated from 1965 onwards.

Table 6 shows the distribution of graduates among the different fields of study. In Australia, for Stage A and B graduates taken together, the most noticeable changes have taken place in "education" and the social sciences. The proportion of degrees and diplomas awarded in "education" has dropped markedly, from 47% in 1961 to 36% in 1970, while degrees and diplomas in the social sciences, which represented only 5% of the total in 1951, accounted for 10% in 1970. Half the Stage C degrees were awarded in the field of "education" and this proportion remained stable throughout the decade. The proportion of these degrees obtained in the natural sciences dropped slightly in relation to 1961 while in the humanities it rose from 7% in 1961 to 11% in 1970.

In New Zealand (university education only) Stage A diplomas were mainly awarded in agriculture, the proportion obtained in this field (73% in 1969) having increased steadily, particularly from 1965. Among Stage B degrees there is a very sharp decrease in the proportion obtained in the medical sciences: 5% in 1969 as against 17% in 1960. The only other noteworthy changes have taken place in the social sciences, the proportion of which though small in 1960 has risen steadily, as did that of the humanities from 1960 to 1965. The majority of Stage C degrees were awarded in two fields of study: the humanities (41%) and the natural sciences (20%).

There is a very high proportion of women graduates (Table 7) in Australia. As regards Stage A and B graduates, the largest category, the proportion of women (42% in 1970) is higher than the proportion of women in higher education (in 1965 29% and in 1970 33% of total enrolments). The proportion of women graduates in this category has remained the same throughout the period, being just as high in 1961 (43%), when the proportion of women students in higher education was only 26%. The proportion of women among Stage C graduates has also increased steadily. These comparisons whould seem to indicate that the success rate of women in education is higher than that of men.

However as can be seen from Table 7, the proportions vary considerably according to the field of study. Thus in

Table 5 — Average annual growth rate in the number of graduates (as a %)

Year Année	Level A Niveau A	Level B Niveau B	Level C Niveau C
1961-70	8	.9	16.1
1961-65	11	.7	23.0
1965-70	6	.6	11.0
1960-69	10.1	11.0	13.9
1960-65	10.3	8.8	15.3
1965-69	10.0	13.8	12.2
e)		35072	
	1961-70 1961-65 1965-70 1960-69 1960-65 1965-69	Année Niveau A 1961-70 8 1961-65 11 1965-70 6 1960-69 10.1 1960-65 10.3 1965-69 10.0	Année Niveau A Niveau B 1961-70 8.9 1961-65 11.7 1965-70 6.6 1960-69 10.1 11.0 1960-65 10.3 8.8 1965-69 10.0 13.8

Australia they are much higher in "education", humanities and medical sciences than in other fields. In New Zealand (university education), the proportion of women among Stage A graduates in agriculture is almost negligible; at the same time, as already indicated, it is in this field that the majority of these diplomas are obtained. The proportion of women among Stage B graduates in "education"

is increasing all the time: 77% of graduates in this field were women in 1969 as against 45% in 1960. It should however be emphasized that in absolute terms the number of these graduates is not very large, so that as far as university education in New Zealand is concerned, it is primarily among Stage B graduates in the humanities that the proportion of women is significant.

Table 6 - Distribution of graduates by field of study (as a %)

Country/Pays	Year Année	Level of degree or diploma Niveau du diplôme	Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agri- culture
Australia/Australie	1961	A+B	14	47	1	2	5	8	11	8	4
Australia/Mastralia	1965		17	38	3	2	8	9	11	9	3
	1970		17	36	3	3	10	11	10	7	3
	1961	С	7	51		_	1	21	9	7	4
	1965	th Americ	9	49	3	-	3	17	10	5	3
	1970		11	50	2	1	5	18	7	4	3
N 7 1 - 4	1960	Α			19	_	7	_	12	_	61
New Zealand	1965	Cale			18	_	18	_ 179	3	-	62
(University education) Nouvelle-Zélande	1969				9	_	13	-	6	_	73
(Enseignement universitaire)		В	32	4	2	8	5	24	9	17	2
(Ellisoighellione	1000	арис Орби	39	1	2	6	8	24	9	7	3
	1965		38	3	2	7	10	21	9	5	4
	1969							26	4	5	12
	1960	C	40	5	1	1	2		3	4	5
	1965		43	6	1	2	6	23			4
	1969		41	6	3	2	7	20	2	8	4

Table 7 - Proportion of women graduates (%)

Country/Pays	Year Année	Level of degree or diploma Niveau di diplôme		Humanities Lettres	Education	Fine arts Beaux-arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur		Agri- culture
Australia/Australie	1961 1965 1970	A + B	43 42 42	41 48 50	67 66 69	28 28 30	11 13 11	14 18 17	21 22 21	1 2 -	35 42 42 10	5 4 8 3
	1961 1965 1970	С	27 31 38	12 33 46	44 49 57	- 8 14	- 10 11	8 12	13 12 13	1 -	13 10	6
New Zealand (University education) Nouvelle-Zélande	1960 1965 1969	Α	16 20 16	_		58 22 43	-	24 83 78	-	-		6 3 5
(Enseignement universitaire)		В	31 28 30	48 51 52	45 59 77	25 15 25	3 2 6	2 5 10	35 24 23	- - 1	33 6 17	14 1 5
	1960 1965 1969	С	20 19 21	33 34 34	13 30 17	- - 7	- - 6	50 - 19	12 13 14		13 - 6	- - 2

STATISTICAL TABLES/TABLEAUX STATISTIQUES

		page
1.	Africa/Afrique	117
2.	North America/Amérique du Nord	147
	South America/Amérique du Sud	
4.	Asia/Asie	179
5.	Europe and U.S.S.R./Europe et URSS	211
	Oceania/Océanie	



NOTE

For practical reasons the tables are presented separately for North America and South America and not for Latin America and Northern America as was the case in the statistical study.

Pour des raisons pratiques les tableaux sont présentés séparément pour l'Amérique du Nord et l'Amérique du Sud et non pas pour l'Amérique Latine et l'Amérique Septentrionale, comme cela a été le cas dans l'étude statistique.

STATISTICAL TABLES/TABLEAUX STATISTIQUES

1. AFRICA/AFRIQUE

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1.1	Teachers and st Personnel ense	tudents by typ gnant et étudi	e of insti ants par t	tution types d'ét	ablisseme	nt . 118
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1.4	Distribution of Répartition des	graduates by l diplômés selo	level of don le nive	egree or o au du dip	liploma lôme obte	enu. 137
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	702 th 202 th 65 62 th 65 93 th 65 201 th 65 2	and oth and the state of the st	6 56 37 375 383 450	013 1751 5270 8705 5691 0885	TORE SAN TOR	ZSWEGUYW

To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver

Ethiopia

Ghana

Guinea

Kenya

Lesotho

Liberia

Upper Volta

Libyan Arab

Madagascar

Republic

Malawi

Mali

Maroc

Maurice

Nigéria

Ouganda

Réunion

Rwanda

Sénégal

Mozambique

in French may be found in the following lists:

Algeria

Angola

Burundi

Congo

Egypt

Cameroon

Ivory Coast

Dahomey

Central African

Republic

Algérie

Angola

Congo

Burundi

Cameroun

République

Côte d'Ivoire

Dahomey

Egypte

centrafricaine

l'équivalent anglais des noms en français en se servant de la liste ci-après :

Ethiopie

Ghana

Guinée

Kenya

Lesotho

Libéria

Haute Volta

République

Madagascar

arabe libyenne

117

Seychelles

Swaziland

Sudan

Togo

Zaire

Tunisia

Zambie

République-Unie Tanzania, United

Sierra Leone

Republic of

Seychelles

Swaziland

de Tanzanie

Soudan

Togo

Zaïre

Tunisie

Zambie

Sierra Leone

Malawi

Morocco

Mozambique

Uganda

Mauritius

Nigeria

Reunion

Rwanda

Senegal

Mali

Table/Tableau 1.1 Teachers and students by type of institution

Personnel enseignant et étudiants par types d'établissement

ountry		Year Année	37	otal [A] A	equival Univers	sities and ent institutions sités et établis- s équivalents		raining ment normal	institut Autres	non-university ions établissement iversitaires
			MF	F	MF	F	MF	F	MF	F
LGERIA	STUDENTS	1962 1965 1966 1967 1968	2809 8053 9272 9720 10681	579 1631 1851 2220 2398						
		1960	12929	3022 4166						
INGULA	TEACHERS		73		38	***5			35	0
		1966	112	16	77	5			35 45	11
		1968	176		123	•••			53	
		1900	213	:::	160 225		To authorize T		48	
	011 - 10	Sec. 0.90		DI INSERIUL		enscievan Und studer	Personners a	Ap.	7.6	
	STUDENTS	1900	606	176	477	132			71 129	44
		1966	754	236		188	Detribute	21.	147	4.8
		1967	980	b sor 333	158	272	Repastitio		162 178	61
		1968	1257	692	1074	367 632	A STATE OF THE PARTY.	e	187	61
	989	14/0	2349	936	2125	860		Get .	224	7/
URUNDI	TEACHERS		66		50	-	16		-	
		1906	82	rysb to 17	S V 60	DETS 10 13	22	4 2	-	
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CUDAN		TEACHERS	1900	513		277		42		185	5 4
SUDAN	055		1405	898	9	600	2000	113		229	5
		0.6%	1400	1012	3.44	697	009.	86	11	276	18
	P 0 %	2 943	1967	1060		676	111	108	11	362	10
	VAN STATE	1212	1408	1268	954	799		109	11	285	3
	289	100	1909	1140	354.	746	***	99	10	311	18
	9954	2.84	14/0	1153		743	0.500.	,,			
		200									
						2513	128	162	100 17	1299	68
	319	STUDELTS		3974	585	5445	403	789	115	1874	67
	3010		1965	8108		6091	528	625	130	1992	112
	4.69		1966	8078	111/	7833	807	609	135	2091	139
	1180		1967	10533	1276	8043	881	677	157	2195	238
		YEL	1908		1387	9125	1053	740	13/	1968	197
83	29.52	- 513	1969	11833	1852	11475	1431	709	144	2124	211
	2527	11974	1710	14300							21 (21)
			1408	- 69	7	- 49	7		3K3431	-66	
SWAZILA	AND	STUDENTS	1900	. 66	*7	. 66	*****	* 1	CALL PLAN		
			14/0	130	55	139	55	40.4	100 m		
-		223	44		NAME OF		199	95,327			
T. H. 4 . 1.	III POSSE	STUDENT	5 1961	14	1	14	1	17	4		
TANZAM		31001	1965	540	*72	523	*68		18		
UNITED	REP. UF	300	1900	860	5.5%	803	•	57 86	31		
	- 11	120	1407	1154	734	1068	• • • •	144	44	-	- CONT CONT.
	1.0	-	1408	1554		1410		188	45	-	
		Y 5	1969	2176	222	1988	294	204	41		
	30	92	19/0	2027	335	1823					15
			-	The state of the	4.6	73	14	-			39
TOGU		STUDENT		73	14	85	20	-		College Street	N W. T.
SOUTH.			1400	85	20	89	11		•		ALC: Y
			1467	80	11	206	40	15			
		374	1968	221	57	263	57	33		7 P.	199
			1909	886	102	845	101	41	- 1		V W Wine
			19/0	000							
					33	326	33	7 TO 1			W
			C 4845	126			39	-31	and the same of th		247
TUNISI		TEACHER		326 531	34	331		100000000000000000000000000000000000000	A		
TUNISI		TEACHER	1406	531	34	340		- 650	•	188	THOSE .
TUNISI		TEACHER	1406	531 540		340 355	127				
	A 110-111	TEACHER	1906 1907 1908 1971	531 340 555 628	39	340	47	teler El		(1.00) (1.50) SIN	
	A	TEACHER	1906 1907 1908 1971	531 540 555 628	39	340 355	127	neter 6			
	A	TEACHER	1906 1907 1908 1971	531 540 555 628	39	340 355 628	vino rubi o			ont sol state	
	A	TEACHER	1906 1907 1908 1971	531 340 355 628 2025	347	340 355 628	47 345	elac-mag 1	es. Santo sone	Note fee 19 ind not fro late change	
	A same and the same A s	TEACHER	1906 1907 1908 1971	531 340 355 628 2025 5629	345 1020	340 355 628 2025 5629	345 1020	elac-mag 1	estate drive	ont sol state	14 10 13
	A see the see that	TEACHER	1966 1967 1968 1971 1961 1965	531 340 355 628 2025 5629 6089	345 1020 1145	340 355 628 2025 5629 6089	345 1020 1143	- Fre-pag 5	es. Santo sone	el sol stell elt ron bas symple stell eve for au	14 10 25
	A see the see that	TEACHER	1966 1967 1968 1971 1961 1965	531 540 555 628 2025 5629 6089 6086	345 1020 1143 1359	340 355 628 2025 5629 6089 6686	345 1020 1143 1359	- Fre-pag 5	es. Santo sone	Note fee 19 ind not fro late change	16 75
	A see the see that	TEACHER	1906 1907 1908 1971 18 1900 1905 1906 1907 1908	531 540 555 628 2025 5629 6089 6686 7668	345 1020 1143 1359 1631	340 355 628 2025 5629 6089 6686 7668	345 1020 1143	- Fre-pag 5	enco anto es siculo	Care fee In the fee Ind the change	15 25
	A see the see that	TEACHER	1906 1907 1908 1971 1971 1900 1905 1906 1907	531 540 555 628 2025 5629 6089 6086	345 1020 1143 1359	340 355 628 2025 5629 6089 6686	345 1020 1143 1359 1631	- Fre-pag 5	es. Santo sone	el sol stell elt ron bas symple stell eve for au	16 75

Country			Year	ъ То			sities and ent institutions	Non-univ		institu	
Pays			Année				sités et établis- s équivalents	Enseigne non univ	ment normal ersitaire		s établissements niversitaires
3	7MF		368	MF	THE F	MF	314 F	MF	F	MF	F
UGANDA 2		TEACHERS	1465	31.172	18	1147	506 15	*25	*****		DEV
0		T. CHOM, M.	1906	250	99.	226	374	24	3		
34			1967	76 261	435,079	216	SHS	*45	*2		
			1968	*516	4.5.	+270	217	*46			117
			1469	*547	57.5	*300	5 5 6	*47	***	1::	FOR 4
			14/0	481		-350	3594	48	4	83	
					4411						
		STUDENTS	1900	1257	155	913	68	344	87		A \$444.50
			1405	1477	215	1237	169	*240	*44		
			1400	1815		1580	75.00	235	*35		***
			1901	5555	***	1860	30.00	362	57		
			1968	2543		2179	111	*364	*59		
			1969	2858 4232	744	2494	518	*364	*61	912	*163
				45.52	LE CYL		20 4		STORES *7		
UPPER VULTA		STUDENTS	1905	28	0.4 6						
			1900	52	86 2	11					
	0.6		1907	122	15	N. A.					
		84	1900	103	23						
			1970	183	27						
	200							MANA BE			
ZAINE		TEACHERS	1965	570		278		122		170	***
			1900	668	***	367		146		155	
31			1907	812	244	432	2007	175		205	
44			1408	1105		679	***	241		275	***
			19/0	1204	94.1	687 +695		318 *330		*290	
			.,,,	1313		7077	***			-270	
		STUDENTS	1901	11256	20	868	*15	69		319	
No. 1	1500		1465	3/00	*185	2148	*05	635	90	1016	
		250	1900	4651	237	2925	133	829	102	897	2
1000			1907	5827	226	3476	106	1171	117	1180	3
			1968	8401	375	5483	199	1363	159	1555	17
181			1960	10165	490	6075	246	1748	211	2342	33
		427	1970	12363	*675	7565	*350	2261	*280	2537	+45
SAMBIA		TEACHERS	1966	64	85 -	64	an .	7095 21	H YOU'F	-	BARTEMEN
- M			1967	107	04	107	27	113 83		-	
The second second	7		1968	148	92.12	148	12	11.88		-	-
			1970			189	16	15			
											ANTHER PARTIES
		STUDENTS	1406	512	62	312	62	154	1 2 4	400	TA ATITU
			1907	689	130	689	130	1-17			
	-		1968	871	149	871	149	757		400	
		200	1969	1435	252	1298	205	137	47		-
			1970	1671	248	1469	216	98	32	104	-
74 6 18						47					V 201
						US					
				1		1					
			64								
	4			101		100					
Grands	0										
			24.73								
NOTES				0.0.0							

NOTES

- Data for 1967 and 1968 refer to four universities and not five.
- Data concerning other non-university institutions are not available before 1970.
- 1. Les données pour les années 1967 et 1968 ne comprennent que quatre universités au lieu de cinq.
- Les données concernant les autres établissements non universitaires ne sont pas disponibles avant 1970.

Table/Tableau 1.2 Distribution of students by field of study Répartition des étudiants par branches d'études

Country	Year	S	ex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Anne	ée S	exe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
						388	1884		1985	naturelles	l'ingénieur		SAKE	1/10 m/00
1312			055	180	497	464	353		100	724	1447	N. Inc.		42.5
361	* 1777		95		1067	58	121	483	384	561	140	841	83	72
ALGERIA	19	05		3016	405	3	14	84	5.5	96	3	171	10	37
		65	H.	81/7	1685	381	265	910	1188	1545	359	1732	106	200
	17		+	1042	642	118	29	124	98	1579	462	2021	81	-
		01		9212	4102	439	211	948	1429	270	1	450	4	× 1
			+	1051	714	648	242	157 984	1446	1570	446	2425	77	1.0
	19	01		9/20	1854	208	36	152	147	270	5	567	7	-
	4.0	lot	F	10081	2206	679	150	1054	1875	1662	489	2679	87	- N-
	19	0.0		10001	- 1510					313	5	691	10	20-
			F	2598	703	201	13	200	167	1997	604	3809	147	A SOUND
	19	104	INF	12929	2558	535	162	1343	183	387	10	1021	15	•
	100		F	3022	15463	1200	165	2680	2428	2834	708	5051	202	
	- 19	110	+	4100	11556		16	420	273	61/	15	1235	32	
					6.6		THE REAL PROPERTY.			4	255			
N NYM					971			7.000		-	2.4.	-		
ANGULA	- 15	100	FF	11	71		1000		50		242	123	73	
40	- 1	105		000	118	783			44		61	46	10	50
			F	7/0	95	187 -	1 to -	100	67	188	400	214	54	39
	-33	101	F	333	1015	1923		81.	74	6.5	464	283	133	-
	11	408	ri F	1252	160	75	•		68	30	84	119	32	=
			+	455	4.7	- 55		42	66	135	586	394	170	190
	1	40"	1-1-	1757	246	160		-	60	84	117	174	51	
			F	69?										THEN YOU
				135381	00000	254833	80747	TOWNER !	21117.2	16877.0	11200	2	2	10.
BURUNDI	85.1			28	3	The	001-1	10	11	N 1975	200	STARLES	Coff +	96
or House	5851		A5.40	7 7 2	BANK	2017	250	20	50	11	Card A	41	11	10 E
	67.7			180	29	26	24462	46.5	- CARRY-14	PARTI.	25.00	1	7087	
			arace.	2015	4.0	30	571	38	76	22	703	40	16	5 4 0 *
200	507		PERM		3	0.00	MS 110 7	4.80	81	21	4	47	13	- The Paris
CERTA!	98.1			281	58	46		35	5	3	Alstern	4	40456	-
-24	275		0.5546	24	3	8	On the F	46	98	28	11	49	17	5
		400		301	32	75	14575	1549					17.000 ·	
			17278		. 5	1	(A) 1-03	36.67	1,(3,4,1)	2 3	15	42	14	13
	10.0		101888		2 25 2 7	2	06454	47	97	24	-	2		2
	-5.52 6.4	907	+	124	27	2	•	73	100	2 9 2	15	66	18	•
	1	9/0	T F	461.	2104	2		2	6	22	1,00	5	1000	ALMATRIES.
			F	20	211	100				48	1146	- 4		
-			STAT			939				73.4	561	-	6	
CAUCOUS		901		410	6.0 ·	119		385	983	(No.	1505	-	1.097 -	19.5
CAMEROUN	853		F	6	1645	3	7 B2	3804	118.	161	Top-	-	45	•
-		905	111	1414	118	140	NB.1	31 922	26-	255	4001	-	1 1071 39	75.
	087	1900		1/52	15	175	7.0	20	69.	19	739		48	
	G-7		F	76	288	202	157	31321	The state of	239	1,504		2	
	7.01	1907		2098	17	19		3881	87	341	1385	-	69	
-	457	1907	1461	1980	400	208	1.3	341	-	8	42.0 5	-	1 4041 2	3.
			+	103	30	57	W 7/3=				345	7.9	51	
				- f	417	252	965	3863	120	289	Lace			
			HE	2050	47	34	-4	3 341	3	427	104			-
			F MF	2090	554	341		31093 348	136	31	-	16	-	
		1771	F	200	67	47	·	48	4	- 54h				
	0.61			1987		187				1.5	0.5		1 1891	4 20 -
CONTRACTOR CONTRACTOR	8.		140					- 53	15		7.8		20	
CENTRAL			+	88	694	W.L		- 3	100	40.7	16.		+ Valley	
AFKICAN			F	2 3	134		4.5							
					- DH			15						

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-		Agri- culture	Not specif
Pays	Année	Sexe		Lettres		Beaux-arts	s Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécif
- beirosucent	/ (QA)	76.2000	M regress 3	Thiomas of	2000	44.1	atm. with	00//00688	naturelles	l'ingénieur	198		
									Launer .		1002 W	ISA.	
ONGO	1965		1016	84	206		408	32	100	1	180		
	1900	111	1321	102	238	•	635	60	115	•	170		
	1907	141	1392	6.2	282	181	4807	4 2	13	pros	56 85		*
		+	47	56	b	48.	422	4'''	4	155	32	-	4146
	1966	MF	1485	151	35/		743	93	132	17 42	9 60		
S. S. Land	1964	1.1	1/80	157	344	120	1036	108	141	200	E1 309		•
		F	17	25	12	75.	31	3	1	1601	-		•
	1970	NE	1/88	170	352		4070	001	1201		877968	1 17	
	\$5.	#Ens	87	27	12	30.0	1039	108	119	70.00	P17-1-0		•
AHUMEY	1402	N.E	24	21	100	200							
Alloher	41	150	4	24	20.0	8.A.B.1.	30	250	300	100	-4-590		
	1965	MECH	31	RCEA	8545	PERS	201		39	12.671	- 1 SAV		
		F	1		41.	04.	38.	14.4	1000	110.00	-	-	
	1966		115					•	5.5		-	-	
		+	1		-			X 25 3	115		-		-
	1968	1.4	174		03 -0	-			174	00%	- 1 10V		43.01
		275	8,0						8	43.	+	*	
	1904	MF	220						220				
	467		14	10.	45.			10	14	1000	- Connec		-
	19/0	144	311	12.	804 -			00 E .	311	16.	23	-	
		74.	23	78.	18		-	27.5	23	127	- 4 " PY		•
тчү	1906	MF	106830	1/763	6718	1149	14106	24481	5058	13838	9983 12	204	
4	1905	1.6	18121	5207	2281	564	1460	3453	698			281 826	1453
1	100	160	16545	0685	4031	555	17618	41775	9444	28458 1	8732 22	232	837
W	1967	114	174014	20099	17816	5289	2033 15661	10743 37621	2362			575	425
11.2	1968	N/E	40507	5822	3645	1227	2212	12256	2106			191	667
	44	pl.	180453	21414	13034	5285	15129	37140	6965			568	
	1900	NF	197055	23541	10235	1390	16210	12655	6976		7587 33 0358 25	733	
		F	50000	6258	5806	1518	1524	24	35		12 7021		
27	1971		218278	25450	18700	5338	18745	14048	7022			93	
		F	57901	4135	6515	1651	3240	17345	2705		2799 275 8880 55		
					000		100					, , ,	
THIUPIA	1901	In F	884	135	82			105	127	996	WIT BARK		
	1965	ME	2256	377	4			. 2	8	219	56	90	
		*	152	- 35	624	485	94	329	127	302	145	58	-
	1966	**	2858	440	799	E	110	427	13		33 1981		NUMBER OF
	1407	N/E	3300	140	- 38	40.6		57	248	374	10		
		+	227	54	993	420%	189	517	368	354	232 2		
	1401	WŁ	3870	561	1100	Prant	177	562	31	4	13	10	•
		F	287	113				302	398	441	278	47	•
	1464		4030	61 466	51	181	1	93	31	1914	16	24	
4 100			346		52	16	276	482	288	375		44	51748
-	1970		4543	6872	81/	ran .	259	76	20	. 1	17	4.8	586
* 10		10	354	1116	29	IA .	- 4	6	319	345	25	61	51,177 121
	- 1	50								Yos	THE UNIVE		
BUN	1965		21	5 5 5 5 T				39	100	774 K			
*	1907	114	14						90	11	et.1968 o	10	
	1908	l- F	50		87	56.				8 2	MARRIA WY		JAMES II
	1969		5/1					-		. 6		24	PAREL!
	19/0	1.1	65		-	The work			200	39	Pant Love	10	cont .

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social	Natural sciences	Engineer- ing	sciences	Agri- culture	Not specified
Pays laws and the	Année	Sexe	Science de l'Imperieur	Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
									1				
	1960	ri F	1501	298	361	100.	55	107	780	171	250	102	15
HANA	- 1000	+	100	- 35	109	- 7	1.1	4	733	357	240	93	23
	1905		4030	868	1395	525	146	456 *30	45	0.00	41	2	3
			500	948	1540	570	146	467	594	302	257	190	16
	1900	F	554	138	208	50	19	+45	46	19.45	38	HONE 7	*3
	190/		5368	1018	1722	565	140	396	565	342	305	296	21
			015	144	248	47	24	408	594	429	367	365	77
	1900	111	2000	905	1705	606	156						7.6
	0.4571	F	693	149	251	55	30	37	54	460	402	416	95
	1969		5467	1000	1508	541	158	378 6	528	290	428	437	
	719/1		174	61510 6246	286	506	25	6	54	3335	88	30	
		P	22-	240	293	65	- 1	320					
								400	044		216	115	
UINEA	19/1		14/4	200	46	292		699	944	144	210	107754	SALIZABADA
			(5))	782	45.	544			454	- NE		1 1	
VORY COALT	1901	100	558	57	186	(Ge.)	³ 239	41.	42	65.74	-	CONTRA	
VORY CUAST	34	F	36	23	08*	F3.4	3 10	V 6.	3	2 10	428	Yeve •	
	1905	F: F	1621	375	255	VA-	356n 340	95.	305	- 18.0 - 18.0	128	ANKE .	
		F	251	138	287	W647	3683	4.5	520	1985	167	YOUND	
BERGLA	1900		335	196	24	200	333	×45.	56	1,075,7	26	A 100 M	•
	1907		2040	603	305	ER#X	672	229	591	1201	240	HONE	
	1010	F	344	202	26	V 305	61	9	497	1887	290		60
-	1907		2857	557	291	410	896	266	471		2000		7.55
			5000	1000	25	0.0	86	16	51	15-11	53		8
	TOAUAN	FR	3/55	176 829	355	18.5	1160	350	544	2670	418	HAND DO	94
	1964	F	527	285	20	95.	-80	19	52	- 64	450		16
	19/1		4581	869	380	•	1541	443	802	2.25	69		16
		F	015	500	25		124	2.7	64	100	Name .		Sept. J. A.
	877	96	2007					22					. (0
8			546	040		51		27	18.	113	-	87	149
CENYA	190		421	215	275	-82		138	133	282	-	118	9
	190		1151	270	118	81		185	188	321	26	146	17
No.	140		1520	355	33	101		410	286	349	67	189	12
		S DE	1878	525	30	125		482	340	364	149	211	
	190	e be	2/86	716	24	154	-56	559	355	425	226	265	21
	121	100 B1 B1		2/6/4				1			3.5		
		- 10	0.00		0.0	N93		36	-54	13.			
LESUTHO		P MF	167	-68	11			4	-14	145	200	V63,1	
	190	5 t F	257	6128	19		-21	6	69	26.5	2.00	ROUE	
	95	e Alf	-50	632		416	1	775	102	III.		HOUSE	19
	196	b ref	356	114	15	117	- 25	15	19	11.0	-	100 W.	4
-		F	911	- 37	3.9		25	96	103				11
		PF	380	130	13	77.	- 7	28	25	100	:	WAVE .	3
	191	F LES	402	130	22	#E.	34	99	108	12.0	- 17		
~			- 01		37			31	26				
		F	158	63	14		4	3					
			- 23								52	95	Solition
LIBERIA	190	5 ME	487	252	11/		- 23			74	:	1041 7	
	140	5 FF	90	252	- 29		1.1	***	- Desert	10.	7	10V 71	
	08190		685	403	16/	* *	- 57	111		1110	7	XOVE 1	
-			144	95	3/		50	:::			14	97	1
		OFF	797	442	194		7			100	13	130	108
-	140	/ MF	1083	112	174		-40			20.00	16	2	50
	170	+	221	134	45		4	***		- 12	22	129	174
	140	8 FF	1282	741	185		31						
	154			454			5	2.50			17	-	21
			247	168	175		32	:::		2	27	141	42
	140	4 nF	142"	812	175		1			100	18	2	,
			441	178				10					

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays Market	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	IPOS I	Non spécifié
										104			
LIBYAN AKAL	1901	in F	128	503	- 177-2	00-	-1004	310	115	- 150-2	N -19	- 1045	-110
REP	1901		970	383	100		-	383	152	52	70 -	-	
	1905	F	1420	681	80	44	238	449	278	200	-	COST .	*
	081	F	154	49	+34	034	7	21	41	4		-	
100	1901	f F	2215	821	11/	47.	239	441	325	231	-	43	
	.0.4	F	208	78	32	Trae	14	28	50	6	- 1	7.934 -	
	1967		3001	1002	186 294	200	303 411	435	309	354		98	:
	2.5	F	5511	138	63	-39	-18	36	5.5	16	-	- 6	
	1900	ME .	3063	1264	561	8.04	472	553	333	421	-	253	
	1970		5222	190 2122	619	- 25	501	681	332	005	49	FXF111	•
		١	>01	246	114		15	60	76	36	5	313 - 11	
MADAGASLAK ³	1900	N. E.	740	1/2	viva .		***				8.11		
	1701	F	1/0	143 74			393 48	26	129		- 58	-	•
-	1965	MF	3145	557	119	OX.	1450	286	607	20	16	70	2400 *10
		F	144	298	*6v	01-	225	20	160		13	18	
	1900	MF	3441	530 285	130		1649	275	712	22	49	74	2.0
THE WAY	1907	ME	3847	623	173	E 80	1860	16	182 782	26	16	13	•
		P5	1046	294	126	76	362	13	212	-	23	16	ere ji k
	1966	ME	3027	748	198	51.	1515	556	714	31		137	-
		FOC	1387	385	153	89.	614	17	174	70 T	24	20	12
8	1960	EF	4261	888	193	olung i 2	1747	265	681	77	288	121	
	1970	NE	1294	460	156	0.00	379	24	164	1	96	14	
	12.00		1825	716	166	flatt.	2031	322	976	95	399	107	ASU.
							427	73	274	TOUR.	147	16	
1A LAWI	1900	MF	168	160	94			140	140	1	-	4.4.0	43.5 43.7 •
		F	100	21	45			12	20	84	34	118	
237	1969	1.6	9/2	171	145	- ·	11	156	140	121		184	- S - XX3
	1970	N.F	163 986	183	145		438-	-15	22	725 - 1	6	15	•
18		+	173	120	71		18	158	141	101		196	•
91					1174	F.R.		50	23		4	19	
MALI	1905	P: F	139				755	158		SALT			
		F	17	1000	14	Dag.	4	455	10 P = 1	10-5	-	(27 ·	
	1400	MF	206		117		4	489			-	-	
	1967	ME	345	•	18		4	480	88-	30.	-	avi -	an ruth
		+	33		141			4974	X *-			76	
	1968	1-F	420	7.0	209		4	415 132	The state of	75.		427 ·	
	10.0	F	46	292	25	25	4' ' '	423	365	The s		79	
	1960	Pi F	021.	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	236		24	209	1 TE-	61	-	98	
		F	51	61.	10					The .		Call F	
	1970	MF	151	557 81	234		-11 -36	24	10-		-	10 -	-
		+	17	183	21		12	37		85	7	90	
MAURITIUS	1900	N.F	17						The same		1		
	1905	MF	-97:			15		-		-	-	77	30 - 7
	1960		9.5		117	F	-	3.6	355	-75-		98	12412348
	1968		()8	944	100	52.			0.0	27	-	93	
	9 700	F	178	100 m	1 8 5	2 -		105	E03	004	-	73	•
800	1969	FF	535		4.9.1	100	-	16	0.5	178.		3	
	1971		1475			0.0		388	517	80	-	67	
			7	,	200	2		1350	805	350		275	
					2.44	15				1027			
		7.5											
	Series and the series of the s	- 6-6"					-						

Country	Year Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	sciences	Agri- culture	Not specified
Pays Pays	Année Sexe	Screences Sold de de Ramonicone	Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non specific
	-											
MORUÇEE	- 1960 MF	4665	1115			4 ::	42498	1019	325	33 527	104	891184182
MONOGEO	- 1965 MF	8996	1836	1516 270	90.	4, 1,	3988 294	134	2	93	esst 1	•
	F	7089	1357	1875		658	2105	698	322	588	131	
	1966 MF	1051	144	420		39	195	147	292	1002	176	
	1908 MF	13008	3688	3084		1921	2354	491 54	7	149		
	F	1948	697 4361	673 3772		2315	2569	503	313	1163	359	•
	1909 MF	15355	843	825		140	315	119	6	237	0.007 21	OUS ASKSIV
						2678	3311	684	290	1321	392	
2	19/0 MF	16097	4622 959	616		223	466	129	6	271	4	•
	0.0	2674	05	145			05 13		525			
							30	955	205	103	63	-
MOZAMBIQUE	1965 MF	542	108	33	•	2000	33		251	152	Bay 74	•
45	1966 MF	265	117	70 33		100	31	14.	54	73	28 94	•
	1907 NF	904	132	72		•	30	43	62	189	40	
	721 F	549	53	45			28 43	26 99	410	257	105	
	1908 NF	1145	147	84 59			41	61	68	132	45	•
	F	467	61									
2.00			1-100		100	W 5 3 8	414	668	249	359	111	WINE SELECTION OF
NIGERIA 10	- 1961 MF	3128	776	200	124	366	1693	1369	573	664	639	
Water Park	- 1965 MF	8933	1464	1963	15	24	105	199	21	97	26	341
PC 107	1906 MF	10976	1737	2405	100	445	1827	1648	173	127	858	50
	-F	1370	280	455	7.7	33	102	1078	424	868	497	155
	1967 MF	8076	1431	1741	51	330	114	158	2020	142	27	31
	, F	1078	236 1790	2201	156	443	1572	1357	550	1021	685	
196	1968 MF	1395	320	510	12	36	115	167	2	193	AVOI THE	
	13		3.4	-0.4	11	691	2880	2450	1070	1708	1255	255
	1970 MF	14386	112160 11434	1917	11	78	255	375	11	308	75	43
	F	2047	7,7					0.824	0000	94	5091 304	
461		438			10.00	92		58	93.5		•	•
REUNION ³	1965 MF	243	54	- W -	0.566	30	280	2.3	9244		1985	•
	1966 MF	107	81	- Es -	3.8 ·	231	4115	24	67.00		X898 -	•
0.2	1900 FF	129	41	4735	951	283	VO.	133	40.0		•	•
	1969 MF	639	223		9019	99		47	4757	1	Boff .	
	O-S CF	287	141	505		4.5	Marie		642 1623		Page 74	
		2 2001			97.57	UESS!	13	8005	Chal	19	-	
RWANDA	1963 MF	50	18	F 40	AQ7	55000	44	30	788	26	•	
25	1905 MF	121	21	2.0210	\$5a	945	1061	23	800% SW0	28	97.61	4 77-5
	1966 MF	130	18	75.	5.3.7	85	69	40	240	22		•
	1967 MF	161	30	-			68	69	-	21		
	1968 MF	199	41		21.		7	4	2.7	96		
	- F	- 12	55	88	201 ·	•	78	58	040 57e	11	500130	X
	1969 MF	287	2	0.	34.		, ,				Choke	
			58	0.8	987 075		77	98	30,553	118	1007	_
	1970 MF	384	91	1	- 515•		12		27.75			
88	35 0E 705 20	- 25	523				UE 7	7 0XX				
	223 23			-	727	557	15.7	342	335	124		
SENEGAL	1900 MF	1.591	338		41	24	2.	58	35	31		
	ADAE ME	2790	121 675	100		795	284	- 0	-	101		11 70 1
	1965 MF		231	7	•	63 *882	+340	+540	75			
	1966 MF	3538	830	124		*51	*22	±77	58			
	F		276 997	145		1123	396		1			•
	1967 MF		343	19	•	609	25 236		72			•
	1968 MF		668	181		007				131		
	ಕಾಣುಕಾರ್ಯ ಬಿಸಿಕಿ			36		57	14		67		212	•
	5050 N		203 997	115	•	786		7.4		16	,	
	1969 MF		302	22	•		all literature	502	122	987		
	1970 MF		1384	103	:	441	-			4 22	,	
			389									

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specifie
Pays	Année	Sexe	Drinners de Pargériaco	Lettres	1012/2009 1012/2009	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	MATERIAL STREET	Non spécifié
SEYCHELLES	1960	MF	50	RYDE	30				27-1	E0:04	-	UNRT TO	57-
	1965	F MF	23 48	200	25			NAT.	200	98/45	-	5041	
		F	30	844	30	0.00		45.45	X23-1	00 m	***	9091 10	
	1970	M F	87	195	81	1507		950	5002	500	- 5	CONT	
		927 5388	-575			230			1996 1992 A				
SIERBA LEONE	1900	MF	302	119	12	0.04		87	77	7	1671	Vavp.	198
5	1905	ME	719	25	41	6555		160	83	40	- 0	136	
		F	125	82	40.4	13%		10	10	2300	-	136	
	1966		115	235	76			143	78 76	56		143	11
		F	139	73	1			19	16	100	¥1.	2 (405	82
	1908	F	142	290 81	156			17	12	75	-	68	29 10
	1969	ME	1055	365	214		-	94	114	99		1441	
	1970		1155	440	214	*	1927	78	136	111	150	133	36 30
SOMALIA	1960	MF	53				³ 53	3	10%	44	36.	111	
	1965	F	7	6924	2902	500		3,	att.	115 00	0.00	cavit b	"ALEMA
		F	6	99	59.6	48.	58	32	WITE	- 557	- 50	0433	
02 0	1907	MF	11	No.	201	53	41 7	17	15.4	97.407)HI	30	
220 5	1968	MF	504	8107	154	0.00	47	43	7517	070-1	1000	60	
	1969	MF	17	Terr	214	844	140	138	100	DAGA	- 3	2	
	1970		904	107	227	AE .				SMET	41.0	56	- 3 7
552	1	201	*125	ent.	+33	144	306	331 57	49	10801	35	51	
SUDAN	1902	MF	5550 349	1150	376 63	107	642	1062	586	874	405	165	183
	1905		7976	1666	789	111	866	2073	735	929	470	289	50
	1967	MF	10533	148	609	119	1189	152 2819	42	505	63	077	50
	1908	F	1117	324 2214	133	55	67	321	878	1075	490	465	710 83
		F	1276	361	157	120	1169	2784 312	887 76	1126	523	566 26	106
	1969	MF	11833	2508	780	130	1378	3046	1027	1165	115 566	588	645
	1970	F	1387	434 3712	137	- 22	104	365	88	10		25	88
		F	1852	696	144	160	1627	3856 471	1250	1419	852	587	136
							-		91	191	138	24	107
TANZANIA,	1961	MF	14	-			14		14	21 -	TH S	087	
UNITED REP.		F	*72	*46	17		155	68	40	193		4910.	11
	1966		1154	453 613	57 86		189	60	92	23.			*1
	1968	MF	1554	788	144		219	63	153	A554	(# I)	181 14	6
	71969	MF	2176	976 585	188		271	47	323	.85	104	26	58
		F	335	98	178	1500	157		62	PAG.	123	223	1/20131
		00A 207			na5			067		NAS			
		5220	20		ONE A	808	9		235			141	
		036			55%				875	MELL	38 8	er,	
		532					3	562	188	241	90 50		
			72-					181	899	686 6965	30 86		
4 6		181		14	A P	50							
4 0		759			996	785			502	AGA SSSR	An vi	W.	
										Warrier .			

Country	Year	Sex	Total	Humanities		Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	
Pays	Année	Sexe	partie avac	Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences	Sciences médicales	al marter	Non spécifié
			fan Jacasin						naturelles			from hi	
	Sec. 16	of Start	pimozooš es	lequalenc	comprend	though oil.	18 0-		leg Layer	dila beb	Notes as	a moinor	gadi yê
rogu - = De	1905	MF	faon 73 1	of fysicals	loos wood	led bel	4 .	.de=fegs	of bulletine	era se l	ne escu	alve in	505
040		F	15	15				add no saw	Y 0 5 1 3 - 14 d 7	AL 200	hed to	we street	7 P
	1900	F	20	20		t accompany						mofateg	
	1907	MF	89	89	one leads	Albe wall	3 95		mend Water I	SECTION :	ad Neon	olos Isi	203
	1968	MF	221	206	15			-			-		•
	1969		40 296		33		1	nitiv official	ignos para			district	
	200000		- 6										
	1970		886	57 348	41	Cerestal	203	170	124	* A THU - THO	TTEN	An Casex	ARIO -
	inn There		102	62	Loan Harm	ALOR ES	- 24	Debuict3 -in	2000 2 00	Lazadies b		abou /si busund d	
				75.97 997 0	44	200							
TUNISIA	1961		2378	795 202	189	Last doso	597 68	169	102	telar, 5961	partie 13	59	rad .
	1905	F MF		1896		18197 24	885	506	1197	F 645. 40		173	mid th
		F		511	80 479	es altes	1051	628	1369	ediad pess	413	186	Ply
	1906	F	1143	1963		Land hour	115	54	298	HIIIN ►abb	La.71	12	I.F. Ex
	1967	MF	6686	2069	106	Design Date	1115	755 69	315	glast res	93	204	LOS Dat
	1968	MF	7668	2302	492		1229	885	1771		717	272	•
		-	1031	676	108		231	92	383		132	9	
				010	- 100								
US ANDA 12	1900		913	6314	75	31		6	280		141	72	C 800 (**)
UGANDA	1900	F	68	6314	11	6		6	10	-	270	86	
	1905	MF	1237	652 81	210	44		6' ' '	175		21		
	1906		1580	487	231	63	-	50	264		331 381	139	51
	1967		1860	581 717	267	73 58	21	106	333		447	222	19
	1964		2444	876	322	72	55	6 69	357 487	:	492	308	19
	1970	MF	2953	61142	300	107	101	6					
		F	>18	6240	71	18	17	111	67	1427	77	20	8
										23		33	5193
ZAIKE	1901		1314	164	69	60	355 166	191	634	274	148	131	51032
	1966	MF	4651	115	352	40		26	33	25.00	13	245	5863
	1967	MF	5827	821	312	67	221	1387	30	433	849	1	15
	1968	MF	8401	114	322	77	749	1707	1181	459	873	352	51336
		F	575	138	27	95	739	53 2584	1401	612	657	284	51705
	1969	MF	10165	1556	532	2	18	73	78	10	26	423	91
SAMRIA	1900	MF	312	61,89	41			6	10	410	1401	7	
572 T.		F	62	6401	84		33	6	171			-	
	1907	M F	130	6.88	*25		*1	6.11	*16 191	18	22	-	
	1968	MF	871	411 59	101		59	27	22		1		7 ·
	1969	F MF	1435	470	434		80	84 36	286	45	38	100	
	40.7	F	252	6644	116		88	6	388	174	56	52	25
	1970		1071				4	6	50		3	1	
		F	248	6112	78			***		18	111		
				23.4									

- 1. Education is included with humanities.
- Education is included in part with humanities and in part with natural sciences.
- 3. Economics are included with law.
- 4. Social sciences and law are counted together.
- Students enrolled either in the first year or the preparatory year.
- 6. Social sciences are included with humanities.
- The distribution is not strictly comparable with that of preceding years.
- 8. University of Nairobi only.
- Social sciences and natural sciences are included with humanities.
- 10. Data for 1967 and 1968 refer to four universities and 10. not five. The distribution for 1970 is not strictly comparable with that for preceding years.
- 11. Fine arts are included with humanities.
- 12. University of Makerere only.

- l. L'éducation est classée avec les lettres.
- L'éducation est classée, en partie avec les lettres et en partie avec les sciences exactes et naturelles.
- 3. Le droit comprend les sciences économiques.
- 4. Les sciences sociales et le droit sont classés ensemble.
- Etudiants inscrits en première année ou en année préparatoire.
- 6. Les sciences sociales sont classées avec les lettres.
- La répartition n'est pas strictement comparable à celle des années précédentes.
- 8. Université de Nairobi seulement.
- Les sciences sociales et les sciences exactes et naturelles sont classées avec les lettres.

Les données pour les années 1967 et 1968 ne comprennent que quatre universités au lieu de cinq. La répartition pour 1970 n'est pas strictement comparable à celle des années précédentes.

- 11. Les beaux-arts sont classés avec les lettres.
- 12. Université de Makerere seulement.

Table/Tableau 1.3 Distribution of graduates by field of study Répartition des diplômes par branches d'études

		365000		ZEISVOISE.	ASSESSED AND ADDRESS.	TIDIG .		Decomposition of	15 TO 12		11.34	9,96501	TYPE
Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
NO PERM	a Trop	HITCH	al.	940	51	NY	100	44	naturelles	l'ingénieur	7.0	Water .	TRAUS SROVE
ALGERIA	1969	MF	7/5	210		19	89	172	84	75	105	21	
MERCHAN	all annual a	F	181	81	113		13	33	141	111	197	21	Symna
me	1970	MF	1231	302		25	218	218		133	251,3823		
	ST.	and the second	2.66		15			19	6	140	5	40.41	
BURUNDI	1907	M F	67	12	í	4	*15	05.	5	172	-	1981	•
	1968	ME	80	10	14		18	52	2	2	5	HOMY 4	
-	1969	MF	185	*1 29	15		+20	66	19	6	30	DANK 5	
		F	11	2	24	:	55	61	, 1	8	138	10	
	19/0	M F	195	32	21		i	3	1,1,1	9	138	deal.	0427827
				0.15					100				
CAMEBOON	1964	MF	71	7.	14		47			201	24	5 6	
	1909	MF	396	107	6/	200	156	24	36	E	42	2	
-	19/0	MF	28 >18	165	99	-	122	17	100	127	195	15	
	- 1000	F	53	25	16		4	1	1		40		
								150	414	250	27	7491 -	Appenia
CONGO	1907		116	26 37	60	A 8.	31 45	13	ý				
	1969		265	75	93	5 .	62	13	22	9.0	- 1	5065	
2		11		214	13	9 "	513				the state	4081	
DAHUMEY	1902	MF	12	12			1.4	7 7	10	021	in.	9691	
	1965		10	41.	115	9	17.0		18	001	10	02.65	
	1966		18	0.0		• 1	•	•	13	F		-	
	1969		39		981	* 2	945	112	51	18	2 274	1800	BANK MEANTY
	1976	F	51	10.	0.84	15.	•	3.4	4	17	44	- 1965	. 71.00
	. 1000	N in	9.80	25	26	3.2			114	592		nant	
EGYPT	1900) MF	12554	3842	1279	180	1122	2528	62	1099	1059	972	
	35	F	1/81	493 3162	1910	*35 591	1821	338 4884	1433	2396	2168	2854	20
	1965	F	4575	871	759	167	100	1417	1709	128	506 1753	298 4057	
	1966	ME	26886	348Z 1163	1795	731 158	1904	8249 2558	394	198	518	461	RADERBAGAS
	1907	MF	26702	3842	1828	724	1991	7027	1535 388	310	744	3559 420	Mar Bull Links
		F	6135	1056	637	704	258 2788	2156 7778	2047	3651	3604	4684	50
	1908	, MF	31586	4051		57		2516	527	287	995	726	
0		F	7412	1166	711 3301	982	339 2522	6858	2053	4742	3460	4356	70
49	1969	F	8172	1311	1209	262	364	2409 6485	1205	346	4263	709 3917	
	1970) MF	30905	3774	3263 1218	962 261	1965	2629	406	449	1401	733	•
			8651	1262	255				454				tillares.
ETHIOPIA	196		1022	9	17		-	16	. 5	35	18 81	58	
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	406	5 MF	34	5 43	12/		29	29	27	83	97	TOV 140	
WELLS ALTER		5	475	5	5	•	17	121	27	58	121	38	•
-	190	MF	060	20 30	258 319	- 10 m	19	87	10	13	124	33	
3.	196	B MF	852	3 25	350		22 55	3 176 166	38	76	132	50	
	197	U MF	1042	110	525						73	ONAL -	
2		FS	89	3	34		1	³ 19	2	34	33	15 M	540
			7.5	***					7.0	26	5	28	
GHANA 4	190	1 MF	259	59	21	27	52	55 197	46	64		35 44	
- 2	196	5 MF	811	139	145	126	31	267	50	79	30	44	
. 96		6 MF	929 934	119	168	111	39	213	65	80	69	67	-
	190	8 MF	1100	254	177	119	42	213	136	111	78	115	
	197	U MF	7 5 4 4	300	186	141							

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales	V ₁₀₀	Non spécifié
timil inset to it	straA :	o lizability species	Description of	NOOSESSEE .	Marie CD -	MALA	Market		naturelles	l'ingénieur	191950	Worth	
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KENYA ⁵	1965	MF	143	22	15	8	-	31	25	36	wes 28e	8	
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To the d	1906	M F	41	59	15		11.	8	41	67	311	16	1.69/1
	1907	MF	68	86	28	3	-	12-	11	400	7	8027 1	
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LESUTHO	1900	MF	36	18	1	55	E.	2	4	PROPERTY	968 Ba		est not
	1968	F MF	10	20	5		3	10	10		- tate or	d colon	eable d
		E	103	28	14	NA.	13	15	19	1	20	14	#G0248
	1966	F	13	3	. 5	e. *15	1	3	3	area alara	Leabler	16	
	1970	, MF	100	25	11	\$5.7 2	21	18	5				-
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	196	ME	89	23	29		2	6.64	21	395	18	Vav 14	
	190	MF	10 95	35	20	:::	9	:::	15		3	13	
	1969	F.	116	7 58	20	***	16	***	12	51	3	CON 7	y strox
		ME	156	71	4.5	:::	9	:::	17	47	6	10	•
			9_	7	7					60	14	MANT	1123
REP.	196		194	727	7		23	50	11	12	38	07.61	
	1968	F	392	116	57		44	54	72	49	-		
	558	FELL	50	6	17	\$57.7	4	v.5	162	atest	711	DOAL .	744
05	1969		513	262	39 69	1567	36	56 85	54	56	3	28 34	•
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	196	F	10		10		•		8.4	050	3.81	gav;	
			12	130	11	-55		36	4.5	17	12	60V1 Vav 23	
	1968	Final	139	24	137	25		44	17	23	8	100,23	
	1909	MF	188	6	35	35		60	24	22	10.75	William Co.	•
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	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
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	P	46		49	0.7		-	911	100	800		1377	
MORUCCO	1970	MF	3049	1032	1077	300 750	552	138	59	Zid .	10	0.1	
(IIII)		F	202	203	227	6. 142.	40	9	19	67	40	- 04	
				25	01	2.57		255		653	199.3	140	
MOZAMBIQUE	1966		25	14	11				HE	5 757	1		
	1967	F	48	11	35	. 40	•						
		F	25		23	100	9	2	Go 4	151	10.0	1990	83160
			210		2.61		R	357	125	0.02	RM 5	261	
NIGERIA	1901	MF	438	65	150	18		47	77	84	75	21	
		F	58	5 5	20		4.		3	25	35	-	
	1905	MF	1607	343	31	70	73	15	200	81		116	•
	1900	MF	1403	321	175	10	49	278	19	34	89	59	
	1967	F	108	29	225	34	3	17	16	100		1972	3014
	1907	F	176	323 68	40	1	63	13	156	60	96	70	
		-				4		0.2		36	3 N d		Alemai
RWANDA	1905	MF	8	- 4	05- 15			4	0.5	0.5	40 4		
- A	1966	MF	14	- 2	91		-	9	3			4.1	
	1967		23	1.4	20 10	-		14	4	840	9	9812	•
	1969		50	2.9	20- 29	110	40.0	14	7	750		3.97	
			4		1.00			98	. 9	66			
SENEGAL	1905	MF	282	67			152 13		48	. 12	15	. 58.	
	25/11 2	F	>0	18		1750	913		15	- 35	4	355	
	1967		735	269	59	19299	9227 55	75	71	77	30 31	429	
	1970		046	283	38	347.03	60	107	70	48	40	175° . V	•
SIERBA LEONE	1900	MF	59	17	12	- 111		19	10	1		. 8	RTON .
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	1967		173	47		SZROUT JAN		32	8	11		46	
SUDAN	1961		>10	103	95	24	61	121	25	38		15	15
	1905	MF	1042	182	227	26	80	132	94	163	87	49	
	1900	MElniga	105	186	310	26	130	142	36	192	103	1 81 6	
	1907	MF	1478	271 det	324	25	119	231			113	79	A
		F	136	380	40/	21	118	212	54	154	124	150	3
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			251	105 era ednoalo	Jee nolls	onba'l le	16	62	itinaani d	riv belo	26	olineubl	25
TANZANIA,	1965	ME	34	tuenem in inn	ne Li Things	on now	34	- 488	ARANT THE	until sed	als Salte	Ingl Took	.8 •
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	1969	F	63	onis an uel	32	40.5	2	23	4	•	1		-, -
Then				teles sel b						-5 - 41	one Life		
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	1969	MF	62	62									
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Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays The Line	Année	Sexe		Lettres	HOREST SHIPTING	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	plants.	Non spécifié
								4	24		-13	00911	801•a
TUNISIA	1961		151	37 98	159	125	41	60	29		•15	35	e n tiptan
	1965		428		14		4	4	9		-150	1041	12.
	4044	F	506	32 119	184		103	70	49		-	41	
	1966	F	68	21	25		5	7	12		-	-	
	1907	ME	648	154	224	0.62	114	94	69		#1H	43	122. NIE
	1707	F	126	48	30	10.	9	11	20	3000	-1	2	
	1968	ME	775	186	222		125	70	124		-	48	
	1,00	F	127	38	44		11	10	22		-	2	
		-		50				100					
Mary Control of the													
UGANDA	1960	ME	159	65	39	2			14		24	17	
outure.	-	P	11	- 3	51						1	•	
	1965	MF	540	125	122	9		***	34	-	31	19	•
		F	48	13	29	1	-		5	-	2		
	1969	MF	069	277	144	10	8.0	111	8.5		95	56	A STATE
		F	127	71	31	- 3		***	12		9	1	
	1971	MF	126	280	81	24	29	111	153	W-01	87	CO 72	
									30.				
	Y.S.	10000		0167	375				7.0	2024	72	STAL	70
ZAIRE	19/1	MF	1017	167	513	32	152	558	78	71	72	34	
									255	97.7	3.11	TOYS	
							ALC: U	UA		arr.	- 2	_	
ZAMBIA	1966		76		36		7 31 31 1	36				-	
	1968		99	26	55			20			-	2007	
	1700	F	53	6	17			10				10 9 h •	
	1969		163	42	50		23	32	4		6	1001	
		F	41	6	1/		- 1	15	1		1	nagh :	
	1970	ME	243	49	110		11	32	15	4	16	P081 .	
	1,,,,	F	55	9	28			15	2		1	-11	

NOTES

- 1. Natural sciences are included with medical sciences. 1.
- 2. Not including postgraduate university degrees.
 - Social sciences and humanities are counted together.
 - 4. Not including higher teacher training.
 - 5. University of Nairobi only.
 - Fine-arts and social sciences are included with humanities.
 - 7. Education is included with humanities.
- Not including higher teacher training.
 Data for 1966 and 1967 refer to four universities
 and not five.
- 9. Economics are included with law.
- Not including diplomas awarded by Colleges of education: 312 in 1968.
- University of Makerere only.
 Social sciences are included with humanities.

 Les sciences exactes et naturelles sont classées avec les sciences médicales.

BEN

- Non compris les grades universitaires supérieurs (postgradués).
- Les sciences sociales et les lettres sont classées ensemble.
- 4. Non compris l'enseignement normal supérieur.
- 5. Université de Nairobi seulement.
- Les beaux arts et les sciences sociales sont classées avec les lettres.
- 7. L'éducation est classée avec les lettres.
- Non compris l'enseignement normal supérieur.
 Les données pour 1966 et 1967 se réfèrent à quatre
 universités au lieu de cinq.
- 9. Le droit comprend les sciences économiques.
- Non compris les diplômes décernés par les Instituts d'éducation: 312 en 1968.
- Université de Makerere seulement.
 Les sciences sociales sont classées avec les lettres.

Table/Tableau 1.4 Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
 B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents

 - C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	-		otal number of grad			Female graduat Diplômés du se	es ve féminin
Pays	Annee		A	ombre total des dip B	C	A	B B	xe reminin
9	100	# Total	A	Вете	C	^	REAL P	
	5.00.00			946			174	7
ALGERIA	1969		7,176	1231	27	3 T 1 T 1 T 1 T 1 T 1 T 1 T 1 T 1 T 1 T		
		24		169	0.00		No.87-7	HASSARASAN
	0.000	291		4,10,10,10		100	OK Dr. J.	
BURUNDI	1967	657	58 68	12	986	3	93.97 3	
	1969		172	13		9	2	
	19/0		171	24	- Factor	10	Savez	198.71
		60	12. 91				BOYFOR	
CAMEBOON	1964	58	41	30	14 34		York	
CHICOSON	1969	ž.	261	135	16	15	5641 13	-
ATE .	1970	1.25	331	187	970	40	03 er 13	•
CONGO	1967		115	1			2000	Tipe:
	1908		151	15	•			
W.	1909		256	257			Vavr III	
DAHUMEY	1965		10		To To	1	1900	aulting.
	1906		18	-	NL.	3	MONT	
	1968		13	•	X5.	3	1881	LUES II
	1970		51	-	•	2		
				1 595				
8	105	252			209	_	1723	58
EGYPT	1960			12345	2528		4290	285
	1968	*		27929	3657		6940	472
	1969	4.5		24200	3316		7743 8651	429
	1970		cler training	30905	•••	OR SAN TANK		111
	51	55					TOPIC PEDIL	
ETHIOPIA	1960		30	114	ner.	28	0041.1	
1 To 1 To 1	1965		242	214	THE STATE OF		199	
	1966		230 576	284				
	1968		558	271			capett!	AGMAN
The Mark	1969	Atrionse s	362	490		62	27	desert in
4 99	1970	12 in 1968.	500	542				
		6						
GHANA 1	1905	Polistens a	228	585	57			
	1900		230	665	114			
	1967	90	221	806	85		COYT	JARRES
	19/0	AVE	249	990	105		A861	
	1.4.4	444		875			97.91	
171	Art a	444	87	318	47			
LAORA CONS	1969 1971		89	341	91			
N.	2 //		1				eave	
2	2.5	*				12		*7
RENYA	1965	111	17	106	19	10	24	7
	1966		17	244	32	15	3.5	20
	1969		14	415 578	34 SAF	111	1091	4500
	1970	3.03	17	578	25	1.1	2041	111
	14	25"					1991	
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11		120	P4 57	69	8	2	23	
0.1	1970		31	65	•			
							0.0327	SALVADEA
				55			10	MEN RATIO
LIBERIA	1961							
LIBERIA	1901			89				:
LIBERIA	1961 1965 1967 1969			89 95 110	:		23	

Country			דו היינים מנו ל	al number of gra	duates to moith the same R		Female graduat	
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EP.				194		29 .	SAUTA 14	
	1968			394	•	-	50	
	1969			515			111	
	1970			596			58	
No.	10		1 15	740			69.65	W1839
ADAGASCAR	1967	*	156	124	7	43	45	
	1968		432	12/	5	128	48	
* *	1969		415	215	1	142	84	
	1970	7	389	245	* 60°	125	113	-
				L. E.F.			A961	
MALAHI	1965	0.7	29	95		9	ONNY.	
	1906		31	- W	10	10		131
	1967		96	Total Control	12	12	webs .	hoosen
	1968	er .	87	50	4 ros	3	VARY	953
10 E	1969		131	65	924	23	10	
	17.0		210	0.5		37	10	37
MALI	1965		343 -7	14	Ser . SERVE		79.97	25 0440
T	1966			38	137		Ways 4	
	1969			128	• ***		10	
MAURITIUS	1960		9	-	W1		6001	TEMUNA
	1906	14	32	-	Br 113			
* 255 20 35	1907		22		45 16			
							1964	
	1000000				NAME OF TAXABLE PARTY.		02.51	
MORUÇCO	1970		1586	1292	171	232	26/	3
	ATK.	OM.	V85	CAES			19897	7977
MOZAMBIQUE	1906	9	25				CORT	
	1907		46			23	2 1908	- :
	200			0056			4 46 %	
							0.261	
NIGEBIA	1901		131	286	21	22	14	4
***	1900	150	159	981	85 48	20	00 TO 86	AZ#0114
	1967	3.5	237	935	102	23 43	ener 73	12
		100		100		-5	120	13
					47.c		1995	
MANDA	1965		•	8			SARAL SARA	Author -
	1906	29		14	0.02		SIN OF	
	1908			31 23				
	1969			30	ALC: TOTAL	A	Lottmen :	out player
				686			1905	AMAN
BNEGAL							1900	
ENEGAL	1965		101	131	50	10	35	5
	1969		383 321	305	47		1000	
	1970		425	181 218	12			
			50			-		
TERRA LEGUE				318	7.8			SWOOD ANDA
IERBA LEONE	1960		2	45	12	SHIP IN A	1791 2	4
	1965		34	116	11	-	15	2
NO.	1967	12	29 8	96	14 50	***	330 111	
	·	0.8		148	17	• • • •	againet.	
			5.0	9.45			1007	
MAN	1961		147	363	SOU. MEDICAL	10000000	1964	
	1965		267	750	25		mastered	
	1967		343 358	852	17	'65	*40	De Trans
<i>p</i> = c	1968		477	1107	13	86	agus 50	ONTUGE
	1971	3	4190	1101	42 85	435	NEWS	111
		5		65		35	202	14
ANZANIA,	1905							
	1702	4		34	Charles .			
ITED REP. O	F1969			1 24			Distant.	
ITED REP. O				426	• 1			ALBREST
TTED REP. O				426				A18351

Country Pays	Year Year	edonard ra		Total number of Nombre total de		as som ölgi	hash noitire	Female gradua Diplômés du s		
rays	de universitaire	uo amento uo a su diplămita d su diplămita du	& test malary pay	o combines B	C A	nation (in it by Steel or equi- site dispersi	A PROPERTY AND A PROP	В В	ASSOCIATE C	
1000	1968	Naporal	Mac43	or or west	etak norm		eschool 12	teroT .	§ •V	
AND TO PASSE AND AND AND AND AND AND AND AND AND AND	1970	Sciences Sciences Sciences Management	163	THE HOLD 10	drag zoseth.		13	3	The state of the s	
TUNIȘIA	1961 1965	authorization 447 %	189	167		2564	115	.48	TAP on vote Ys	618391/
900 00	1906 1907 1908	37	211 228 224	355 470 551	9.5		22 35 44	91 83		
VGANDA ⁵	1960	136	39	112	8	200	Av 5	Parr .	2	
Anvusu	1965	424	39	209 526	116	160	2	99	24	
ZAIRE	1971	-111	28 558	1118	11	193	201	1625	7,	
SWRTY	1906	2077	750 19	" <u>\$\$</u>	36	Tion a	3.5	The Care	A SH DANGER	township
euli-3u	1907	1230	36 19	2/	40 55 *45		10	6	17 *15	
	1969	3.9.4	102	102	39	1	29	13	13	

NOTES

- Not including higher teacher training.
- 2. University of Nairobi only.
- Not including higher teacher training.
 Data for 1966 and 1967 refer to four universities and not five.
- Not including diplomas awarded by Colleges of education: 312 in 1968.
- 5. University of Makerere only.

- 1. Non compris l'enseignement normal supérieur.
- 2. Université de Nairobi seulement.
- Non compris l'enseignement normal supérieur.
 Les données pour 1966 et 1967 se réfèrent à quatre
 universités au lieu de cinq.
- 4. Non compris les diplômes décernés par les Instituts d'éducation: 312 en 1968.
- 5. Université de Makerere seulement.

Table/Tableau 1.5 Distribution of graduates by level of degree or diploma and by field of study
Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalent pas à un premier grade universitaire
- B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	e	iveau	Total	Humanities	Education	Fi	ne arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specifi
Pays	Année	Sex/Sexe	Level/Niveau		Lettres		Ве	eaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifi
ALGEBIA	1969	MF	A	1200	- B				101	(ar		5537	5147	(Ba)	
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- 1. Natural sciences are included with medical sciences. 1.
- Les sciences exactes et naturelles sont classées avec les sciences médicales.
- 2. Social sciences and humanities are counted together. 2.
- 2. Les sciences sociales et les lettres sont classées ensemble.
- 3. Not including higher teacher training.
- 3. Non compris l'enseignement normal supérieur.

4. University of Nairobi only.

- 4. Université de Nairobi seulement.
- Fine-arts and social sciences are included with humanities.
- Les beaux-arts et les sciences sociales sont classés avec les lettres.
- 6. Education is included with humanities.
- 6. L'éducation est classée avec les lettres.
- Not including higher teacher training.
 Data for 1967 refer to four universities and not five.
- Non compris l'enseignement normal supérieur. Les données pour 1967 se réfèrent à quatre universités au lieu de cinq.

8. Economics are included with law.

- 8. Le droit comprend les sciences économiques.
- Not including diplomas awarded by Colleges of education: 312 in 1968.
- Non compris les données concernant les diplômes décernés par les Instituts d'éducation: 312 en 1968.
- University of Makerere only.
 Social sciences are included with humanities.
- 10. Université de Makerere seulement.
 Les sciences sociales sont classées avec les lettres.

STATISTICAL TABLES/TABLEAUX STATISTIQUES

2. NORTH AMERICA/AMERIQUE DU NORD

							page
2.1	Teachers	and studer	its by type	of institu	tion		
	Personnel	lenseignan	t et étudia	nts par ty	pes d'établ	issement.	148
2.2	Distributi	ion of stud	ents by fie	ld of stud	v		
		on des étue					152
	Repartition	on des etui	maints par i	Jianenes u	ctudes	9435	132
2.3	Distribution of graduates by field of study						
	Répartitie	on des dipl	ômés par b	ranches d	'études		156
0.4	BARRA	073	674			0.583	
2.4	Distribution of graduates by level of degree or diploma						
	Répartition des diplômés selon le niveau du diplôme obtenu						159
2.5	Distribution of graduates by level of degree or diploma and						
	by field of study						
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	et par branches d'études						161
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To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver

Dominican

Republic

El Salvador

Guatemala

Haiti

United States

of America

Honduras

Jamaïque

Mexique

Panama

Nicaragua

Martinique

Honduras

Martinique

Nicaragua

Jamaica

Mexico

Panama

NOTE

Antigua

Bahamas

Barbade

Belize

Cuba

Canada

Costa Rica

in French may be found in the following list:

Antigua

Bahamas

Barbados

Costa Rica

Belize

Canada

Cuba

l'équivalent anglais des noms en français en se servant de la liste ci-après:

République

El Salvador

Etats-Unis

Guatemala

Haïti

dominicaine

d'Amérique

147

Puerto Rico

Trinidad and

Tobago

Virgin Islands

St. Lucia

Porto Rico

Trinité et

Sainte-Lucie

Tobago

Zone du canal Canal Zone

Vierges, Iles

Table/Tableau 2.1 Teachers and students by type of institution
Personnel enseignant et étudiants par types d'établissement

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	21005413	1965	584	173	226	64	158	109		3
		1406	350	139	222	66	128	73		
		1907	443	171	293	149	*150 *180	*110		
	156	1968	565	259	385 429	170	216	129		
		14/0	689	314	459	179	+230	*135		
051135	-FACUENA	BULL	ICH TO SE	High Hades	of Ad Salan		Dallaco de 7 CT	11	22	
BELIZE	TEACHERS	1969	molq 17	BROVIII	notes serio	adro son ax	14 14 min	10	-	
		1970			of vid seems	tung to no		8		
	STUDENTS	1960	38	22	no (42 2) • 10	toth zeb no	389	22	-	
		1465	67	36		nches d'éta	67	36	-	
	lal	1968	94	55		12-2 Nr. 2021-011	94	55		
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		1906	21737	:::	18000	***	1411	585	2442	
		1967			16703	2234	1502	552		
		1968		•••	18864	2493 2863	1305 796	507		• •
		1970	!!!		24612	3140	556	301 +210	111	
		19/1	42135	0510	28025	3650	*530	*160	*13580	*270
	STUDENTS		196182	74269	145200	39412	18607	13797	32375	2106
		1965	364100	139657	279830	93861	20618	13994	63652	3180 3496
		1907	472148	183466	318393	110328	22865	14848	71096 88569	4205
		1968	503276	195050	374194	132600	23482	15750	*105600	*4670
		1970	562648	220370	425155	154622	15993	11097	121500	7534
				231000	411575	1/4343	10601	7921	154120	(334
CANAL ZUNE	STUDENTS		292	142					292	14
		1965	1314	675 724			-	-	1314	72
		1967	1284	623		-			1284	62
		1968	1190	591	•				1190	59
parters add tool dealering		1969	1186	579 629	1244	629	oles the name	adi lo r	1186	57
COSTA DICA	TEACHEDE	1640								Vam rion
COSTA RICA	TEACHERS	1905	617	129	339 501	50	56	25	43	lined ob 2
		1406	621		533	66	72	42	48	2
	Consult .	1967	704	183	584	106	72	*48	*48	*2
	Sonot Sonote-1		Mariel 811	209		125		*55	*48	*2
							dominud El Salvador		Bahaman	
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	#15miV			Nicarague						
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Country		gridles reduce	ear	deni talij feriteti ze	otal		sities and lent institutions	Non-unit teacher t			non-university utions
Pays		anico meneralistra					sités et établis-		ment normal		s établissement
		3 300		MF	3W E	semen	ts équivalents F	non univ	ersitaire	MF	niversitaires F
			ALSO DE							-142	- 122
OSTA RICA		STUDENTS 19		4703	2078 3021	3828 5824	1372	755	586 963	120	120
-				7585	3187	5975	1906	1317	1055	210	204
	W.			8745	3689	7112	2388	1431	1100	202	201
		19	1 80	1384	4764	9266	3220	1931	1357	187	187
				5702	5900	11212	4026	2290	1674	*200	*200
		14	170 1	5473	6735	12913	4842	2360	1693	*200	*200
UBA	700	TEACHERS 19	61	1482	388	1482	388	0.027		-	
-	8	19	165	3036	APAFA	3036	7575	Yaki.	•		
			166	3957	1263	3957	1263	00/27 275	ETUDE:	:	BANYUND
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	1320		770 2	6342	10360	26342	10366	2000			
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DOMINICAN R	Cr.		765	422		414		•	-	*8	
	W. TOTAL		167		221	918	219		MEGUNE.	*34	nntaf+59
	*	15		1354		1319	550	5047	•	*35	
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		STUDENTS 19	960	3448	950	3448	950				
			965	6716	2123	6606	2078	CONT. 341	BHIDAE E.	110	004536
			706	7170	2295	6774	2133	E045-		396	162
		15		0429	3890	9963	3642			466	248
				5757	6910	15298	6673 7718	0048521	raquy's	489	283
				3546	10143	18328	9883	Coxte	The second	448	260
		1.	9/0 2	3340	10145	YINEI		Pod			
EL SALVADOR	1	TEACHERS 15	960	485	39	450	30	18	. 4	17	5 8
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			967	751	115	680	107	01419	5	52	14
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5.5	6.5	STUDENTS 15		2360	471	2241	403	73 158	28 68	61	*50
44.1	0.8		705	4050	*838	3831 5046	*720	322	111	63	
	0.51		966	6331	1409	6064	1303	199	55	68	51
30 F E			967	7332	3.90	7100	400	166	47	66	53
			909	7896		7644		167	111	85	71 82
			470	9515	• • • •	9083		172	52	260	30
9.5	077	W		.7/	101			EORP			
GUADELOUPE	263	STUDENTS 1		174 376	210			6095			
245	555		969		5384	- 4757		4.964		2009931	945 B 000
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		STUDENTS		5229	1164	8459	891164	ALKA.			To see a
			965 966	9357	1373	9357	1373	devel-ne	nt à place	ramps are	
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		1,40		11875	1961	11875	1961 2524	Consess to	B00 15 10	rea tell res	-
		remain the thirt of	969	14322	2524	14322	2004		at he 2 th	-	•

Country			Year	То	tal		sities and ent institutions	Non-uniteacher		Other n	ion-university
Pays			Année			Univer	sités et établis-		ement normal		établissement
on the second feet of					CHICAGO .		s équivalents F	non univ	versitaire F	MF	iversitaires
	14		tar .	MF	(4)) F	MF	91				
		TEACHERS	1900	219	25215	219	5	00 e7 e 21	Samura.	-	11/ 2/10
HAITI	130	TEACHER	1965	215	12	215	12	- ca46-		-	
			1966	215	12	215	20112	9441.			-
		1357	1967	221	16	221	24416	Batt			-
	905	atar	1290	4504	57577	009¢	158	4BA4			
	005+	STUDENTS	1960	1361	158	1361	195	67.85			
			1965	1554	186	1554	186	EGVEN EN	SHOAET		A. 10.
			1967	1494	172	1494	172	CAY!	-	-	-
IONDURAS		STUDENTS	1960	1680	277	1355	172	121	67	204	38
		72.7	1965	2578		2148	20 Ken .	137	65	293	108
			1966	3006	574	2549	416	180	76 89	277	82 83
400			1967	2974	25.00	2467	73.14.	214	118	296	82
			1908	3459 4296	111	2883 3576	***	420	234	*300	*85
			1970	4847	00777	4047	30767		dagura é	#300	***
				1 4 V				683	540	1g/renen	
IAMAJCA		STUDENTS	1960	0030	- 111	1902	320 797	003			
			1966	20200	-	2073	915	00000			
		10 to	1907		30000	2234	990	worked.	100	1150	
		100	1968	5766	Seite	2564	1021	1876	1528	1326	***
			1969	***	***	2688	1159	***		1490	
	84		1970	0.00	511.	2886	1271	1124 F + 128	2H2#66#	11,04	MAJIKEN
MARTINIQUE	150	STUDENTS		461	142	461	142	1000	43.00		-
127	433		1965	623	*210	623	*210 462	Anal			-
			1966	1325	595	1325	595		-		
	4		1,0,	020	8445	0.80	2000 1	DAVE SET	HEGUYE D		
WEXICO	0 07	TEACHERS		17170	8014	65.12		CUAT			
			1908	21087	****	SEEK	0,000	2944			
				2500	200		75307 T				
		STUDENTS	1960	78599	13763		Y 18 0 5 1				
045			1965	133374	23350	10163	SAULE				
100			1966	140089	23817						
		10	1967	154289	26758 32630	COP	W.85	DAVE CE	300A37		SALVAS
		7.	1969	188011	34774						
At	25	3	1970	247637	49844						
NICARAGUA		TEACHERS	1965	430		353			732	77	28
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151		111	1968	588	01444	502	765.	0.000	43.6	86	28
10	68	5	1969	604	2011	492	1959	29.63		110	
- 12			107	1100	42.5		700.	70250	133797	32325	24 30
			500								
		STUDENTS	1965	1435 3307	270 867	1265	216	- A - A - A - A - A - A - A - A - A - A	14045	170	107
			1966	4056	1226	3713	760 1099	SCHOOL ST	HEDUNES SERVICE	265 343	127
			1967	5144	1314	4822	1173	7179	7170	322	141
			1908	6339	1948	5721	1697	00/01 - 20			251
refer to the			1969	8052	2481	7255	2062	9846		797	419
			1970	9385	2987	8648	2673	2081-		737	314
PANAMA		TEACHERS		174	35	144	23	83 Y7 -		*30	*12
1000			1905	361	91	302	63	8491	•	59	*28
			1966	396 417	80	344	65	0.2.5%	•	52	*25
			1968	436	101	376 411	80			41	21
W. 200		W 0. 0. 3	1969	002413	9559	10413	(88111	-	издота	25	12
		* 11/11/11	1970	448	95	448	95	caxe.	130012		
							OF 9557				
			-38 /8	7097		49.04					
			-	4565							
4			61				1000	85.63			

Country		Year Année	Tot	al as too s	equiva	sities and lent institutions sités et établis-	Non-univerteacher tr Enseigner		institu	non-universi tions établisseme
Pays		7.11.100				ts équivalents	non unive		non un	iversitaires
grade Jean North	ntol(gra)	Parameter .	MF	F	MF	Indian Fil	MF	F	MF	F
Young You	Schneng									Toni
ARINA	STUDENTS	and the second second	4030	1729	3915	1614		-	115 156	115
		1965	7247	3369	7091	3213		2054	149	149
	0.00	1906	8113	3813	7964	3664		6.02	109	109
AMBIG OF	20272	1967	9265	4436	9156	4327		- 7 PA.	60	60
	5157	1968	10083	3294	10023	3294	104	135	00	00
		1969	1252		7252			821	THE AN COL	Bara.
		1970	8159	3757	8159	3757	1755	1084	21.63	250
LENSO BIGO	TEACHERS	1968	*3500	14.						
TEKAO KICO	IENCHERS	1969	*3500	111						
	W	1970	*4000	171			- 10			
		1210	-4000							
	STUDENTS	1960	26038	12938	26038	12938	2.634	- 4 % J 😨	47 FE 041	400
		1965	40294	20366	40294	20366				
	4	1966	44516	22326	42243	20955	0.2	100	2273	1371
	4500	1907	47725	24153	45025	22576	5.6	555	2700	1577
		1968	54138	28266	51198	26477	# = ?	100	2940	1789
2 200 00 00		1969	56681	29681	53311	27637	188		3370	2044
	13757	1970	65073	33343	59067	30884		227	4006	2459
Y61 NF		1955				- Salay	12	*32	KH, 804	200
LUCIA	STUDENTS	1965	42	+32		015	65	*48	30.981	
		1966	65	+48			56	*40		
		1967	56	*40	40	MST.	71	51	and .	
1330 11	2220	1968	71	51		1187	90	58	THE UNITED IN	
	2 50	1969	90	58		55.		885		
					151	Part o	LESS CONTRACTOR			188
RINIDAD AND TOBAGO	TEACHERS	1966	911	* ; ;	200	12	*80	+35		111111111111111111111111111111111111111
1416 45		1968	280	63	265	27	83	36	The state of	
- 14 m		1969	348		329	64	*83	+36		198
- 1. The second		1970	412	100	327	10		30		183
	722	FIRST	-				-			
	CHURCHTE	1960	513	226	77	1	436	225	10.10	
	STUDENTS	1965	1594	590	910	211	684	379	200	S
PARTY IN	Tori	1906	1648	513	964	155	684	358		
T 1511 AP	200	1967	1807	+570	1105	#210	702	*360	The San Than	
	200	1908	1967	*650	1267	289	700	*361		
		1969	2218	753	1511	385	707	368		
w benefit	*	1970	2381	834	1671	464	*710	*370	•	39
		333						200	-	
NITED STATES	TEACHERS	1960	*350000		350000	32375	13102	0000	PF 98 46	19
EAMERICA		1965	*510000		510000	12435	53.510	68.62	15 THE P.S.	the same
	A 557.01	1406	*537000			•••	100	0.5%)	*76000	::
381 3050		1907	*572000		496000	75005	parest	83.95	*82000	The last
INSSA PROPERTY	159302	1968	*605000		*521000		TENGE.	85.55	*101900	
		1969	*646000		*545000	54345	12 X 15 1	13/8/6	*114000	
4855 187651	11 623.62	1970	*719000		*605000	1,000	NEW PA			
		EXCEP.	SARSE		4633		\$78071		22 "AN 00	
		UVAS		1.250.0	3582726	1325849	25369	7/19/1-	2167	
	STUDENTS			1325849	5526325	2151722	Ke Taca	-	OK 763 m 144	THE STREET
CASS. BETTI	256565	1965		2151722 2533656	5063902	2016706	50.0	74.2	1325970	51695
		1906	The state of the s	2778948	5398986	2181022			1512762	59792
		1967		3035442	5720269	2333282	95035	0.610	1792822	70216
588 4188	373	1968	7513091	3221621	5974666	2451942	25003		1942325	76967
		1969	7916991	3507163	6288196	2609357	and the state of	110	2209921	89780
		1970	0470117	2301103				EDŽ.	S 451 110	V2 1 5
*** Va. *** 595		-900-	741	350	355		300	1000	714	35
IRGIN ISLANDS	STUDENTS	1965	1223	624	75.		910	De a v	1223	62
522 137	1 1555	1966	1333	688		1880	100	7507		68
4 645	700	1967	1205	666	1205	666	2010	255	30 00	VI.
		1968	1425	813	1425	813	AAA	28.02	155	
264		1969	1445	830	1445	830	200	2500	38 50	
	282	1970	890		F-39					
283		1000	141		283		Spec		y wall to	
				75E						

1. Full-time teaching staff only.

NOTES

TOK - ABC ..

- Not including part-time students enrolled in non-university institutions.
- 3. University of San Carlos teaching staff only.
- 1. Personnel enseignant à plein temps seulement.
 - Non compris les étudiants à temps partiel inscrits dans les établissements non universitaires.
 - Personnel enseignant de l'Université de San Carlos seulement.

Table/Tableau 2.2 Distribution of students by field of study Répartition des étudiants par branches d'études

		Autres Stab			niditi (v.a)	nemant.		ALTO AND A	- Marine		1	Application of the	Sammers .
Country	4	Year Se	ex Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specifie
Pays		Année Se	exe	Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences		Non spécifie
	111	3.1	Total Service	STATE STATE	4868	2195		sociales	exactes et naturelles		médicales		AHCMAR
			\$ - m	NO.	2120	1.80%	4960	1927	Hatulelles	ringemedi		-	
	0.07	90		The sales of	A ROLL	2779	02.24	4502		-	11000		
ANTIGUA	88	1960 M			41	10023	1112	E8004	8095				-
	14	4046 8	F 22		45	7252	V557	1,525	59.55				
	10	1965 M	F 45		30	28.8	1000	921651	DALE-	-			
		1907 M			43			0000	2005	TENCHERS	-	0317	OTREUS.
			F 30	•	30	•		00000	gave.	-	- 00		
		1968 M			28	:		00044	62.64	-	-		-
			F 28		20		1353	17	121	67		201	35
						weekly.	12121	coult.		Service Street			
BARBADOS		1960 M	F 121		121	70703	86950	70507	0.0820	SINGOUTE:			82
	STATE	it	F 60		69	TARRA	65255	aveal	02410	•	-	10.5	• ×
	1577	1965 M		169	158	45025	26353	25173	57	1.54		100	-83
	1709	1966 M	F 173	57 158	109	86705	00505	88148	64	Salar.	7 2	101	1.50
	4405	1,00	F 139	56	75	00000	AP 0 84	20000	10				
		1967 M		212	150		0.000 to	01000	81	200	-		-14
	-	1968 M		268	180	• 12	SEA	54	117	STUDENTS	•		UJ 12
	4	1969 M	F 645	295	216		045	8.80	134	• 8	-		•
	-		F 290	141	129		0.3 4	38	29	1522		126	TAR THE
		1970 M		285	230	11.00	35		139			F (-17
		TRANSPORT	F 314	139	135		7	Ca Ca	33		-	38 .	34 X 4 1 1
		4				781			5395	-TEACHERS	DOARD	Y GMA CA	GIRLSY
BELIZE		1960 M	F 38	00+	38	005	24	085	1981				_
		1700 11	F 22	344000	22	282	63	9AE	Yar.				
	1	1965 M		5.04	67	655	93.5	37400	0.84				
			F 36		36	38000 - 440			-		-		
		1968 M		06/8	94	77.	855	205	0071	armaque's	-	-	•
	768	1969 M	F 55	486	55	2019	0.6%	4861			-		
		1707	F 67	édo	67	464	516	8805	0 80 K S				
	-	1970 M		202	113	EDST.	UTES	5000	1887 Savit		-		•
			368	505		1121	0.000	7,4907	5070				
			F 79	0.1%	20.79	1871	BSA	1865	0.5 64	e se la			
CANADA1	-	1960 M	F 114000	46147	11587	1241	2480	9024	9237	TEACHER	0014	7070	7010
	-	1965 M		93412	24632	2573	4116	15321	28842	15190	9046	3038 4561	243
	2.9.5	00	F 64980	34642	13413	973	255	3706	5216	164	6260	288	63
	1 2 4	1966 M		106118	58050	3156	4568	17126	33295	20948	14253	4809	379
	***	1967 M	F 75526 F 261207	120945	16009	1246	291	4082	5850	603	6454	274	78
	4.8.4	0.00	F 85846	47784	16551	1469	5205 384	19608 4731	37412 7047	23425	15696	5284 366	326
		1968 M	F 270093	116412	31005	4485	5861	22106	41953	25196	7152	5683	274
	+ 1	344	F 90095	48221	17233	1788	528	5309	8090	309	8121	397	99
	Times	1969 M	F 293244	120823	37947	4 9 70	. roe	S L. ZEZLICZ	F. LEAWN	NAME OF TAXABLE PARTY O			707
	46864	2,000	F 101378	51523	21001	6079 2717	6595 726	24293 5977	47549		17739	5780	783 127
	0.0 150	1970 M		122820	41694	7371	7400	26259	10116	352 26183	8375 18599	5656	1124
			F 106740	52468	22825	3387	946	7047	10044	373	8814	572	264
	1000		22000		7889085	0785850							
COSTA RI	CA 2	1960 M	F 4703	1903	1172						A U	TOWN	190
THE STATE OF THE S	458		F 2078	616	938	255 160	270	572	111	174	290	67	N EWNEL W
	ADA .	1965 M	F 7229	3095	1886	352	328	172 727	331)		161	137	
		4044	F 3021	936	1434	200	34	167	111	232	244	137	
	*	1966 M		3192	1989	367	317	739	111	261	540	180	1120
	10	1967 M	F 3187	968 3971	1550 2195	220	34	145	99.5	•	266	4	21
			F 3708	1343	1600	491 283	330	818	111	284	560	176	14 .
		1968 M		5402	2850	455	351	157	• • • • • • • • • • • • • • • • • • • •	299	283	271	186
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		1970 M	F 15473	6925		265 414	490	1223		-/nm 7m			144
	lett.		F 6735	2834	2726	230	78	275		827			169
5012		077 HD 2	manustall of	b Imamalonno.	Fermina			lists gold	111	5.5	388	16	

Country	Year	Sex market		Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays to wronow		Sexe		Lettres	Selences	Beaux-arts	Droit:	Sciences	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
		oblikat ben		abiliamina	ents/cos			SOCIDIES	naturelles	l'ingénieur	,,,redibures		
			1 101										
ВА	1961	200	16/66	623	2536	478	535	4309	949	3062	3393	881	Males
W		100	6473	450	2193	156	183	1376	566	4226	5676	1300	_
190	1965		20573	1333	2837	498	310	2545	1626	5520	5492	1857	
	1906	391	8610	819	1998	194	106	902	786	1092	2387	326	
10.	1907	MESSA	24542	1221	2707	563	243	1922	2323	6345	6050	2908	***
100	SVER	FORE	9400	812	1800	252	75	664	1155	1192	2694	750	## *
.5 96	1968		27293	1541 890	1335	844 392	178 51	1616	1373	1302	7528 3422	3820	
	a () a ()	PUTS ALTHOU		1545	1648	963	135	1666	2833	7122	7971	5324	
a Cara	1909		29207 26542	1594	1104	1151	133	1405	3236	5767	8773	3179	guarmet?
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14	2000	F	999	40 552	4' ' '	288	183	1879	351	945	1761	419	2816
	1967		10429	1357	1310	367	669	2029	432	1019	2421	620	5752
	1908		18817	1273	2133	483	492	1938	365	1582	3176	753	6622
70	7367	E2815	8001	639	1837	166	133	725	185	99	1470	10 47	2698
517	1326	0675	\$ 10005	10937	1486195	dasor	5785	04/05	1030000	MILE	759	4623	
SALVADOR 3	1959	(VS 16.5)	2520	287	145	111	552 43	61	134	12	358 77	0096	
201	046.	1982	438	117	158	1000	884	591	278	652	437	72	602
1985	1905	J. (20)	4050 5431	376 476	322	10757	824	883	271	901	378	10113	1263
LES TO	1966	2 2 4 2	6531	250	199	0.185	802	965	156	819	457	116	2558
553	1968		7532	303	166	1.1080755	786	975	103	770	524	122	3583
2.4	1969		7896	512	167	,,,	662	1109	84	768	619	173	3802 4826
275	319/0		9515	572	172	121005	525	1198	63	1233		A24.1	4020
	POAR.	5999		174561	8671 62509	2775	196	4861	4940	17 0 F.		0195 ·	
ADELDUPE	1906	F	174	101		•						:	:
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ATEMALA 4	1960	MEDA	5229	355	6.45	209	1421	884	262	896	982	220	32506
COMMITTED TO	1905		8459	667	1227	197	1742	1558	153	749	695	192	³ 2506
Della III	Augeni	. F386.	1164	383	инг (1900)	19	118	190	176	706	688	178	33379
Bog	1900		9557	696	of State	196	1765	1575	58	10	36	5	3379
1129	Charte	FEAS	1373	405	.,,,	189	1656	1639	114	767	744	178	34961 3723
	1967	WE	11205	957	133	15	127	254	66	14	43	3	3,723
57.0	1900	METER	1780	1184	44	188	1589	1700	127	962	773	187	35165 772
1079	1700	FRAN	1961	590	100	13	135	298	75	22	51 M		
	1969	MF	14522	2123	100 5598	504	2491	3412	313 205	2099	2247	706	427 53
230		Fores	2524	1007	111	52	306	3801	316	2329	2353	765	607
	19/1	MF F	15009	1170	111	75	385	659	209	61	285	24	38
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	400	ME SE	195	130	231	100	604	6'''	30 Miles	100	449	40	*****
in. 3	1900	MF F	186	14	41	983	654	6' ' '	11 PARTIE	3	489	3 Va 64	-
	1907		1494	199	240	810	412	69 • 9	1 4 5 5 m	90	75	3	olicins no
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	196	F ME	277	50	188		561	456	119	338 211	639 296	181	31015
	190		3006	26	180		424	605	68	5	106	101	3169
		F	574	20	76		41	131 908	94	346	555	192	, .
	1967		2974	45	226		608		132	409	539	289	-
	1.0				307		639	1094	136	407			

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe	SUIT I WAR	Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences		Non spécifié
			makan					sociales	exactes et naturelles	de l'ingénieur	médicales		
-		500				Jane	10-10		Mary	1 delete	Selation		Tenano.
JAMAICA ⁷	1961	MF	1146	355	48	X	•	178	290	Tobac	269	2011	6
	300	F	405	191	25	V- VE-F		291	611	27-0	341	0.000	
	1965	MF	1902	354	106	100	8-1	95	216		75	0.0V.	
	1966	NA.	2073	600	125	201		337	620	400	391	-	
	1967	MF	3384	639	10/	2.53	5.4	864	745	694	516	East.	
	1968		3890 4178	698	118			983	930	829	521		
	19/0		4590	676	134		24	1210	1096	899	551	-	•
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	1905	MF	623				516		107		-	-	•
	1906		1525			•	1214		111		-	-	
	1969	ME	16/3		100	50	1520	184	153	40.00	- 30	LONE 43	A MADERIA
	STA	F	595	100	2707	E+10	535		60	9120	* * * * * * * * * * * * * * * * * * *	Tarr	
		15						urer.	BETT		1 34	18085	
MEXICO	1900	MF	78599	4102	1541	3938	9903	21505	7485	15327	12183	2547	70
		F	13763	2334	879	480	1127	3603	2557	165	2543	75	
	1965	MF	133374	6963 5961	1491	816	16808	36495 6112	12701	26007	20675	4326	112
	1906	100	140089	10416	117/	5954	17401	36522	8018		23520	4183	425
	54	F	23817	5622	601	396	1939	5543	2765	743	5891	116	201
	1967	MF	154289	10602	2756	6624	18169	38566	11433	57707	23351	4944	137
	1968	ME	178456	13258	1404	7602	2221	6065 46518	1020/	41361	5161	5317	553
5/18E	211		180 6	48								9497 "	
	.040	F	32630	7701	855	542	2659	7593	3792	1018	8069	5939	113
	1969	F	188011	15940	1329	7023	20015	49619 8671	14265	1451	6997	171	
	1970	MF	247037	429057	4.11	9368	24110	62509	15224		37125	8409	1334
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NICABAGUA	1960	MF	1435		124		308	181	5.7	120	161	129	
	1965	MF	3284	206	735	52	505	902	14	308	406	158	•
T. and	055	F	831	47	369	5	109	217	-1	3	80	11007	AJANETH
	1966	MF	1030	326	641	62	553	1227	32	471	530	214	1000
2525	1967	MF	5144	4 124	4111	5 10	653	1276	50	5654	188	394	469
588	-3	Fol	1314	1085	4.11	5' 1 1	132	232	15	5654	243	4	208
257	1968	MF	6339	1505	1100	111	687	1618	94	826	567	357	685
5,165		F	1948	4918	4	5	142	344	20	5 53	291	4	170
	1969	MF	8052	2287	4	5 1 1	784	1661	98	1083	719	341	1079
	1970	ME	9385	1109 3624	40 0 0	51 1 1	169	338	21		441	5	342 538
22	6	F	2987	1658	4	5* * *	223	2022 466	• • • •	51225	635 318	393	230
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PANAMA	1960		4030	1172	379	240	227	730	667	276	295	44	1110
	1965	F	7247	732	277	28	8	322	188	2	172	112	•
Company of the Company	1,0.	F	3369	939	893 667	313	339	1859 858	1404 519	371	470	156	191
ALIEN AND ADDRESS.	1966		8113	1689	1042	322	392	2256	1464	350	453	145	
	1967	MF	9265	1801	1076	370	434	2911	1661	344	545	123	
	1908		10083	1198	1216	360	53	1310	668	17	358	agyr 4	
	1969		7252	1245	838	360 293	459	3165 2490	1950	393	554 454	130	
	1970	ME	8159	1231	784				49		500		1
	1210	F	3/57	812	540	321 66	509 76	1405	1217 516	389	553	111	
	481		E TYPE	9.6				1403	310	18	312	यक्षीर्थ ।	
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Country	Year	Sex		Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
David	Année	Sexe			Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences médicales		Non spécifié
Pays			Medica			Services	W.J	graphic 2	sociales	exactes et naturelles	de l'ingénieu		987	Amme
Affines worth			Schino	20000		Sciones	1580	Absented						
ST4 LUCIA	1962			44	v pultar year	44	•			•6	11			
	1905	MF		42		42				-/-			Easy E	200174
m		F		#52	-	+32	•				1		100	
80	1964	MF		90		90		-	-	-		4.5	8007	
er.		F		58		58	•		•				-19	_
	19/1	MF		293		115	•	-		•	178	100	4007	
		F		96		66		•	•		30		3.000 18.00	0.77
				e dh		700				7.5				
TRINIDAD AND	1960	MF		513		436		-		3.		-	77	RODANGE
TUBAGO	2 10 10	F		226		225		•					ALC: N	
TOBAGO	1905	ME		1544	388	684			40	182	167	Sin	133	(- 0
	7367	F		590	162	379			4	39	1		120	
	1900	ME		1048	384	684			68	186	206	100	134	10.0
	1967			1807	385	702	•	-	113	508	265			
	1900			1967	403	700		•	107	301	307	er 200	149	ATAMA
	156	F		+050	159	*361	• 17	- 1	17	91	3			
	1909	MF		2218	474	707	- 1	•	172	363	328	ia Tan	174	
		F	11750	753	206	368		1.0	32	124	4	- 1	19	1.
	1970			2581	523	*710	3 5 5 7 6	19	211	404	343	•	171	
5	1310	F		834	253	*370	5437	5	45	133	5	80 14	23	
			1928		0.477					A 732.0	535	E0/2	4412	3302
UNITED STATES	1960	MF	51	4349	38745	94993	9840	1651	67123	51805	36636	5842 8909	6426	5591
UF AMERICA8	1905			5332		150300	18877	2465	126274	83811	57516		7677	14032
a. Mirksay	1900		- B - B - C - C - C - C - C - C - C - C	3/45	104297	215131	27613	2539	159915	99506	63662	11373		
-	19/1			6207	111227	254475	34368	2533	197427	106024	64788	14242	8651	22474

- Full-time students enrolled at universities and equivalent institutions only.
- Natural sciences and compulsory general course for first-year students are included with humanities.
- Students enrolled either in first-year courses or in preparatory courses are included under "not specified".
- 4. Education is included with humanities.
- 5. Architecture is included with engineering.
- 6. Social sciences and law are counted together.
- 7. Excluding higher teacher training: 1876 students (1528F) in 1968. From 1961 to 1966 data refer to Mona Campus of the University of West Indies only; from 1967 data refer to this institution and to the College of arts, sciences and technology.
- Data refer only to students enrolled in advanced degree courses, i.e. master's and doctor's degrees.
 For actual total enrolment see Table 2.1.

- Etudiants à plein temps inscrits dans les universités et établissements équivalents seulement.
- Les lettres comprennent les sciences exactes et naturelles et l'enseignement général obligatoire pour les étudiants de première année.
- Sous la rubrique "non specifié" sont classés les étudiants inscrits en première année ou en année préparatoire.
- 4. L'éducation est classée avec les lettres.
- 5. L'architecture est classée avec les sciences de l'ingénieur.
- 6. Les sciences sociales et le droit sont classés ensemble.
- 7. Ces données ne tiennent pas compte de l'enseignement normal supérieur: 1876 étudiants (1528F) en 1968. Pour la période 1961-1966 seul le "Mona Campus of the University of West Indies" a été considéré; à partir de 1967 les chiffres se réfèrent à cet établissement et au "College of arts, sciences and technology".
- 3. Les données se réfèrent seulement aux étudiants inscrits dans les cours conduisant à un grade supérieur, par exemple "master's" et "doctor's degrees". Pour l'inscription totale voir tableau 2.1.

Table/Tableau 2.3 Distribution of graduates by field of study Répartition des diplômes par branches d'études

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social	Natural	Engineer-	Medical	Agri-	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences Sciences sociales	Sciences Sciences exactes et	Sciences de	Sciences médicales	culture	Non spécifié
							-	1124	naturelles	l'ingénieur			NIBO.
ANTIGUA	1903	MF	15		15		-	27 S.A.	633	30	361 10	(ten)	W
		F	1.1		11			333	421	100	391	No. of the	
	1968	MF.	22		22			500		100	EZZ.		*
		F	1.4	-	14		197	703077	881	242	555- 68	1747	
	1969	F	13		13		20-	1013	101/	24.00	551.		-
BARBADOS	1906	ME	88	19	63			354		gre			
- M- Bros	1,00	F	50	8	42		100	3.13		955		-	DOAN
	1969		129	44	*80		77.5	N. E.	5	196	100	cav)	-
		F	77	22	+55	9.5	1/1/90	N=16	inc.	2001	7 in	0000	-
	42.1	R. I			英京 计					7007			
CANADA	1900	MF	22551	8836	2859	200	719	2268	2171	4684	2062	535	47
Sales and	72.5	F	5473	2833	1045	95	40	504	346	14	574	17	17
	1905	MF	43214	19052	7201	359	952	3909	4791	2953	3200	777	20
	1966	MF	13210	7094	1848	141	1122	843	728	22	1138	51	2
	-	F	15/15	8596	3629	214	1122	885	885	15	3572	837	4
	1967	MF	56300	26116	8764	576	1242	4621	6580	3551	1387	877	2
		F	18529	10347	4004	255	75	939	1190	25	1628	66	125
23055	1968	MFS	63119	28446	10333	762	1365	5193	7885	4112	4098	925	staff. ears
55032	2000	F	21/73	11983	4728	361	103	1189	1498	** CEE	4072	208	"ASTRINA
45455	1969	MF	71296	29997	13080	969	1548	6430	8610	4762	1832	1090	353
		F	25416	13032	6525	414	111	1351	1595	57	2267	68	
	1970	F	79319	30946	16997	1011	2042	7824	9941	>262	4236	991	69
			28061	13217	8483	440	193	1717	1939	41	1934	68	29
COSTA RICA2	1965		284	8	132	•	64	17	19	14	21	9	7334
	1967		509 577	22	138	5	44	11	29	8	53	14	•
	1	F	178	12	144	5	45	22	16	21	44	19	RITON *
to shike	1908		428	26	155	3	50	30	35	34	10	18	
		F	171	9	123	det 3 1	1	13	9	nnorthat to	15	Laviore	**
CUBA Pfloredan	1901	MF	1300	62	255	62	83	239	35	76	Allen I	and the	9.0
	4046	F	462	52	21/	17	17	39	27	17	69	36 7	752
	1965		2006	123	422	60	43	173	35	334	511	104	58%
nzuszbudú a	ole mag	augu di	851	135	502 361	3. 66 cum	a. 310 am	213	-3 - 44 nz	424	457	152	.5
	1907	MF	2171	86	213	39	10	441	21	75	176	35	
		F	112	55	155	14	16	134	124	86	176		54.5
	1968	MF	2072	123	135	36	37	374	173		1090	21	335
			710	81	105	10	9	129	74	67	415	80	•
. Transpart.	1969	MF	3003	199	370	45	63	280	PROP HERM	shufsul a	at squite	Anghina	.0
olempara		10 300	1126	30 95 BEOD	266	18			261 103	145	784	190	.a
POMINICAN REP.	1961	MF	728	52	an addinod	7. 000	ledto	1876 atm				na Mada	. 9 3 - 15
		F	208	22	and the latest territory and the	10		200 81		22	231	27	
Aprette on 1862	1967	MF	628	7.5	715	18	101	166	efer to Pe	1 000	45	10	
egelloom un	1969	MF	263	29	87	8	30	48	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	42	85	1	
					174	202	150	151	0,010	42	98	13	
L SALVADOR 3	1960	200.200 11 100	62	3		8. 140	13	The all be	10 10 5 10 to 10 t	Side 07	time sele	er ates	.8
	1965		177	25	74 To 1501		19	4	22	24			
	1907		244	49	NT SLOVE B		28	7	25	62	68	7	
	1968	MF	229	31			52	17	15	107	52	3	
					1	111	65	19	50	49	44		
	1969		288	19			55	17				1	1200
	1969		428 110	19		:::	55	13	32 67	96	66	7 5	

Country and rolf	Year	Sex Issuitable	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres (2)	es properties or estates	3eaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Aprile	Non spécifié
											10	0.000.00	
GUATEMALA"	1960	MFSTT.	116	2	10	Horris and Market	24	5	5	18	7	00412	COLUMN MENSO.
1 255	1965	METER	252	041	18	1479	68	255	1	42		12	
171	***	ME	20	7	0 8		55	29	6	58		16	
457	1900	1374	19	3	6	4 90	2	418	0.5	*015	3	1	
	1967	MFSES	476	16	38	14	26	26	7	55 8 92		19	
	1968	1504 MFA17	286	11	36	9	34	20	45	61			
							11	3	2	*272	5	1	4
765	4969	FS OF	3/5	13	14	19	31	19	14	79	200	40	
		FCOR	57	105	28 1	1	11	U.V	9	2	138	43	
	19/0	MFZOZ	514	29	53	31	80	37	2	99	10	-	W. W.
		E STE	25	15	18	- 11							
5						100	13	1	- 1	5	14	1881	GRA WHELETST
HONDURAS	1901		126	2.	80.		64	7	9	17	29	1981	* BANGUT
	al.	F	19		ð•		5	-4	13	37	42	1887	
	1900	F-	170	2.2	7		67	11	0.5	2	1		
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		F	25		5.54		42	11	12	13	53		
	1968	F7726	153	2 5-800	3.852		2	431401	5	*500	6 6	NG41-1	STATE BAILSU
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	87.5	0578	454	orgis	09080		2755	SSTATI					
MEXICO	1962		4577		33858	5 211 0	502	344	506 374	1021	1606	231	
	1965	MERCO	6246	49206	179	321	907	680		16	280	2.44	
\$0.53 c.j.	A DA	METTER!	813	84		77. 22.74.0	928	1025	386	2065	1899	400	
	1701	F	1005	57	61	41	101	110	571	2205	373 2489	422	
	1908		8558	157	60	233	1122	1299	295	44	479	17	MIGRIT
VI.	1909	F MF	9478	116	271	464	1286	1207	463	2619	2665	16	13 LAN#19
	1,7,0	F	1442	74	168	4.5	155	138	239	42	301	10	
											444	7	Part L
NICABAGUA	190	MF	414	, -	7 18	• 4	37 38	10	20	16	111	12	
	196		521	784	7.,		68	60	12	91	129	42	
	190	, MF	250	127	""								
DANAMA			1902		90	,	22	25	19	15	54	7	
PANAMA	190		289	65	56	and diff.		16	16	613 (107007 A)	14	still bear	
	190	6 MF	316	cefav9408 s	75	tate 5	18	13	26	17	13		
		F	177	61	06	eant Sa	15	47		25	64	NAME AND ADDRESS OF	**
	196	5 MF	220	58 59 39	103	2		19	61	31511912	118	9	and the
-200Enégalis	196	7- MF and	543	79	142	15	22	78 33	3.5		86	1	
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				onest teams									
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8. Postenoy is included with natural sureness.

on a court margin and its vilentiana coeff more duties will energe adelected of relative for a coefficient of the control of the control of the coefficient of the co

13707707070707070	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres	2004-102	Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences	inlenati:	Non spécifié
								sociales	exactes et naturelles	de l'ingénieur	médicales		
		Apr.				- 50-00	- Date	Market	Belleto	Joseph .	- downers		No per
PUERTO RICO	1960	MF	3035	246	947	13	85	525	317	168	178	00068	488
		F	1321	130	664	6	15	190	13/	2	67	4	101
	1905	MF	4/65	709	1272	32	196	1553	310	203	1.077.00	23	274
		F	2586	477	805	20	38	670	141	239	230	34	141
	1966		4861	651	1120	21	183	1415	319	7	137	34	643
and the state of		F	2/67	456	853	15	19	665	155	252	252	30	457 732
	1967		5681	730	1069	34	238 35	1925 874	205	2 2 2	150	5	481
	1968	F	3053 6/51	510 714	771 1292	50	255	2157	506	308	2000	00133	1122
	1700	nenn	0121		1272								
		F	3/36	502	894	55	43	1055	241	4	192	- 1	765
	1969	MF	7059	1146	1369	42	244	2424	552	297	468	62	1055
	5	F	4243	807	900	29	51	1176	245	8	305	4	718
	1970	MF	8203	1398	1309	78	231	2693	580	325	503	39	1101
		F	4017	1013	874	40	53	1215	313	50	349	3	754
TRINIDAD AND	1966	MF	146	80	· /•				12	39	200218	1 1 1 5	2 a.l. (111
TOBAGO ⁶	1908	MF	212	62			-	38	18	60	No. of the	60 34	
		F	53	33		-		-8	7	1	27.70	4	•
	1909	MF	555	51		N.	100	38	39	61	333334	33	-
	1970	MF	574	20				7 54	15	85	TARREN	59	
										75			
UNITED STATES	1960	MF	490028	50409	107289	27122	10132	147846	60882	44987	26577	7227	8157
UF AMERICA9		F	171107	24438	68887	13471	290	40442	12088	168	10067	104	1152
	1965		821459	140168	170678	27157	14300	167638	83195	51594	30316	10349	126044
		F	319623		113582	13204	519	40386	19573	558	13405	285	50739
	1966	MF	908054		179130	31182	16001	187482	89190	52448	31866	11195	154556
		F	555094		118341	15260	630	45765	21163	266	14547	312	63811
	1967		025989	175468	202487	36314	17691	218508	97669	55482		11823	176522
	1968		411463	87587	135948	18257	707	55226	24269	320	16163	438	72548
	1700	nr i	101400	200275	220102	43602	18316	254337	108414	59865	36702	13880	203033
		F	473084	100991	154728	22275	756	66090	27316	454	18174	578	81742
	1969	MF 1	271414	211046	254696	49055	16390	282840	111496	65753	39677	15143	231318
		F	520294	105877	169200	24635	868	74131	30545	526	20058	732	93722
THE PLANE	1970		531200	228507	271685	47745	18941	315296	107582	70127	45348	17467	208502
		FOOD	544423	115502	182654	22344	1313	83705	27851	608	23577	809	86060
VIRGIN	1970	MF	48	11	14	1.		19	6	ACC.	100	446	
ISLANDS'		F	28	10	11	0.51	200	6	1	141.00		Pove-	-

- Data refer to universities and equivalent institutions only.
- 2. University of Costa Rica only.
- 3. Architecture is included with engineering.
- 4. University of San Carlos only.
- 5. University of Honduras only.
- 6. Not including higher teacher training.
- 7. Education is included with humanities.
- 8. Pharmacy is included with natural sciences.
- From 1965 practically all the figures given in "not specified" refer to associate degrees for which the distribution by field of study is not available.

- Les données se rapportent aux universités et les établissements équivalent seulement.
- 2. Université de Costa Rica seulement.
- 3. L'architecture est classée avec les sciences de l'ingénieur.
- 4. Université de San Carlos seulement.
- 5. Université de Honduras seulement.
- 6. Non compris l'enseignement normal supérieur.
- 7. L'éducation est classée avec les lettres.
- La pharmacie est classée avec les sciences exactes et naturelles.
- 9. A partir de 1965 les chiffres présentés sous la rubrique "non specifié" se réfèrent dans leur presque totalité aux grades d'associés pour lesquels la répartition par branches d'études n'est pas disponible.

Table/Tableau 2.4 Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalent pas à un premier grade universitaire
 B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
 C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	COMMON TOTAL		Total number of		Straffers -			emale graduate Diplômés du sex	
Pays	Année			Nombre total des					Jipiomes du sex	C
807			Α	20a B	ираа С	1000	NOTE IN CO.	A	D.	
12.7	1444	504			4876				FERM	
ANTIGUA	1963		15	V5-6	See a			11	07.68	No.
	1968		13		100			9	DOM:	
	1969		239 13	20	100				ATT MONT	UNA RADIST
					507					
BARBADOS	1906		63	25	166 F			42	0	2.5
Addison the	1969	2530	*80	49	155		100	*55	55	-
100										
1				19704	2647				5084	389
CANADA 1	1960		8650	37694	5520				12275	937
	1966	6002P	373	42716	6506	The second			14538	1177
	1967			49050	7244				17207	1322
	1968		100	54318	8801				20013	1760
24008	1969		1007	60453	10843			-	23180 25604	2457
7498	1970		132	67200	12119	03760		•	23004	
COSTA PICA	1905		46	238	17100					- 7
COSTA RICA	1900		54	255	777				111	
	1907		49	328				49	137	
	1968		- 31	397	•			18	153	1777
	2+57			1300	- 1				402	
CUBA	1961			1805						potent.
	1965		And a	2006					851	•
	1967		35	2171					712	a Note .
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Jonnalson ato	1969	Legislenin	19830	5003				-	1126	
	33									
inductives a			The same of	728					208	Sec. 19
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	1969		- 4	002					ne James la	
	de sabaoli	an eller	441 00 -4							
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de laston time	1905	A states	a aon et	177						
	1966			244	Martin Rose					
	1907			287						042k
	1968		200	288						•
	1969			428					110	•
	1970									
								7	14	
GUATEMALA 3	1900		9					6	14	
7.8. (5.1. P. C. (5.1. R. (5.1.))	1965		19					3	16	
	1966		4		7			13	20	
	1967		37	1	12			17	55	
	1968		6						57	
	1969		18		5			7	45	264
	1970									
HONDURAS 4	1961			34					119	
	1965								8	338 . •
	1966		245	213					25	•
	1907		-	2 2 4					16	
	1968								18	-
	1969									
NICABAGUA	1905									
	1968									
	1969			529	The last					
								5.21	4 90	124
DANAMA	4043		33	256				11	129	- :
PANAMA	1962		10	306				5	213	
	1966		18					73	237	
	1967		89	454						
	1701									

Country	Year		gib ub us T	otal number of	graduates			Female graduat	es		
Pays	Année			lombre total des	diplômés			Diplômés du se:	xe fémin	nin	
			A	В	C		A	B		С	
	ricelous	as membrally on small	THE RESIDENCE IN	nu interetunal	seal outplessio	(abit to south	nate milionality di	C - Polityrad			
PUERTO RICO	1960			2994	41			1309		12	
	1905			4546	219		377	2288		98	
	1966		399	4272	190		324	2343		100	
	1967		481	4800	400		365	2520		168	
	1968		106	5410	635		532	2897		307	
	1969		022	5980	1057	1,550	442	3240		561	
	1970		785	6558	920		580	3535		502	1.534
					238	773		AD SHOPE			
TRINIDAD AND	1966			140	232 .		500	301 111			
TUBAGO ⁵	1968	24		188	24			50		3	
	1969	čěk		189	35		246	39		5	
	1970			331	43		100 -	27.111		1.1.1	
UNITED STATES	1960			401113	89515	8493	244	145514	501	25593	
	1905		111007	551040	158792		47828			49608	
OF AMERICA	1966		139183	590548	178323		60827	222187		57070	
502-1	1907	H W	159441	666710	199838	-	69124	276203		66136	
	1968	4 4	183279	704185	219944	400	77618	319805		75661	
88.55	1969	No. William	206023	827234	238157	100	88591	345060		86643	
2437	1970	4 1.0	188164	877676	265360	-	80945	366538		96940	

- Data refer to universities and equivalent institutions only.
- 2. University of Costa Rica only.
- 3. University of San Carlos only.

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- 4. University of Honduras only.
- 5. Not including higher teacher training.

- Les données se rapportent aux universités et aux établissements équivalents seulement.
- 2. Université de Costa Rica seulement.
- 3. Université de San Carlos seulement.
- 4. Université de Honduras seulement.
- 5. Non compris l'enseignement normal supérieur.

Table/Tableau 2.5 Distribution of graduates by level of degree or diploma and by field of study
Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
- B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	xe	liveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe	Level/Niveau	277.487	Lettres	V L/E	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
CANARA'	1960	ME	A	10097	123c	0.074					- 47	0.	-	W .
CHUNKU		n ew	B	19/04 2047	6188 648	2625	182	697 22	1591	1614 557	2412	1898	485	12
		FS	A	424424	76.69	177175	hist		CIN NA		1 (15/12	17.1		
		i e	B	5084 589	2680 153	1002	84 11	35 5	405	29 2 5 4	6	17	16	5
	1905	MF		32170	4074				-		2774	2863	647	20
			C	37694 5520	17827	593	15	932	1424	1157	619	337	130	Pacific Control
		F	A	137766	13918	THITTEE								-
			BC	12273	6770 324	132	132	52	582 261	124	15	1074	16	2
H .	19/0	MF	A	32550	9455	7 197				-	•	:	705	40
	1214		E C	67200 12119	28706	15209	124	1949	4263 3561	7847 2094	3898 1364	3667 569	705 286	69
		F	Α			100			*****		31	1780	52	29
			B	2457	12414	47/	389 51	183	1029 688	1691 248	10	154	16	
Carra 2							-20				2 12651	0	60.	
COSTA RICA"	1965	MF	A	46 238	8	86		64	17	19	14	21	9	
			С	-	-	-						A 1		
	1968	MF	AB	31	26	130	3	50	30	35	22	79	18	4818
			C	-	•					-	-697		MORE -	N
		F.	A	18	PHEIST	18	110215	7	13	9	1,000	15		1027
			C	153	9	10>	1		-		-81-	•	•	CVCGGGY
											450110	27202	2017	15055
CUBA	1961	MF	AB	1500	62	253	64	83	239	35	76	454	36	3914
			C	1200				1 A	The second			6.289	east .	Autaget:u
		F	A	JANE .	101107	St. Lack	HENTE -			-	17	69	7	426
			B	462	52	217	17	17	39	27	-	, A., 34	4447	4.344
	4045					7007108	HE SEE	APPEND I	and the same	127			• • •	3113
	1965	mr	B	1805	123	422	60	43	173	35	334	511	104	THE SAME
	1969	MF		3003	199	376	45	63	280	261	805	784	190	70
			C	5005	•	-	•		•			A. 3		
		. F	AB	1126	95	266	18	22	93	103	145	326	58	
			C	•	•								1991 -	
				1771	1074	1107								
			7						407		53	A 4		
											- 41			

Country	Year	xe	liveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specifi
Pays	Année	Sex/Sexe	Level/Niveau	Augusties (Augusties) Augusties (Augusties) Augusties (Augusties)	Lettres		Beaux arts	Dioit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifi
sistante not ex	COLUMN TO A	-ton	est.	a transfer to	a several			Poseute		pellumennist				
GUATEMALA3	1960	MF	A	9	- Pohest	8	9 - 10				2.00	1.57	-	
HIRESON WAY			В	107	a shorostic	4	■ 30/63	24	5	6	18	49	2	
			C	H-tonon	Politicals			0.3			DOWN	A 160	-	
		F	A	7	1	6				•				
	*		В	14				1		3	1	7	1007	14980
58	684		C	3043	a car	reer	4.49	167	9595	3510	20744			
	1965			19		15		20	4	0.40	2005			•
1 16	Constitution		B	233	4	5	4	68	21	7	42	72	12	
	67		•		275	504	2.65	1 30	1907	255		2 11		
*		F	A	6		5	•		1	201	-		-	
			B	14		1		2	2	4	16270	5	259	
48,				WEES.	1502	Carried State St.	100	242		27893	37066015	The same		
	1970	MF		18	3874	1/			1		000	4.70	.=	•
	* T	10.9	B	494	27	36	31	80	36	4	99	138	43	
	28			- 5/-	1000			No.	SHIP?	200770		41.00	_	
		F	A	7	200	6	14.5		1	A Maria	TOTOTAL			•
			B	45	15	14	1	4	1	2		10	DEC TOTAL	
	985		3.5	3898	7407				5537	0010		2		
HONDURAS4				776361				427	239.13		Sec. 19			
HUNDAKAS	1961		AB	34	1	2		13	1	1	5	14		
	62		C			Agus	-61	46D	2000	2003	Shark		**	
	1965	ME				70.00								
	1703		B	126				64	7	9	17	29		
			C						0.4		2.0	6 00	ay! Al	AX 150
-		F	A											
		100	В	19			32	5	4	7	A I BUILD VALUE	3		
The State of the S			C	S	1 - E	100					Stone Labor.	4 311		
	1969	ME	Δ	3 12 m					200			5		
			В	105		1		35	11	15	19	24		
	100		C							4-10 to	don Prov	vo.		•
			A									3		
			B	18				4	4	8	1	1		
			C	•			•						ur.	•
	38		3					20						
NICABAGUA	1965	MF	A									-9.		
(1) a			B	214		18	•	37	7	-	34	111	7	•
				71	75	W. See	37	18	275		534		-	**
	1969	MF	A	>29								3.		
			B	250	127	111	•	68	60	12	91	129	42	
	AD F		•	134	10 CZ	Exr	1,	- 68	257	123	2003	129	4	
								*			1000			
PANAMA	1962	MF	A	256	65	80	ž		25		15	33		•
			B	230 06	03	80	20	22	25	19	15	21	7	
M:												2	•	
	je.	+	A	11	42	-	•	•				11 3		
	50		C	129	-00P	56	1		16	12	Siste	3	:	
					-				4			9		
	1967		B	454	79	142	. 4				2	83		•
			C			142	11	55	78	61	17	35		
												•	-	
		F	A	257	40	104	•					73	-	
			C	231	49	104	3	1	33	33		13	1	
									-	•	•		: -	

Country	Year	é	liveau	Total	Humanitie	es Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe	Level/Niveau		Lettres	successive and	Beaux arts	Droit	Sciences sociales	Sciences exactes et	Sciences de l'ingénieur	Sciences médicales	off officent	Non spécifié
		-		*12.60	wices hol	r Wald wa	HI LATAN LAD		HARLE M	naturelles	Miss said	atsol to	TALESTON LAD	25
				*21100	elmes act	ned sen dan	delinion fall				arlos soly.	D mas te	Volvaraity	
PUERTO RICO	1960	MF	Б	2994	235	947	15	85	525	301	168	164	Uneversity 68 nostavens	488
		F	A	1509	123	669	Ingree - coll	15	190	133	redoner t	66	No. tactud	101
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	1703	11.5	C	4546	695	1224	32	196	1453	305	200	153	18	270
		-F	Α	-										470
			B	2288	467	778	20	38	625	136	3	83		138
	20.40	as F		185							S. Funda			785
	1970	r-r	В	6558	1501	1005	59 19	231	2418 275	531 55	311	350 153	38	316
			C	920	91	300								***
		F	A	580	945	700	33	53	1084	281	3	259	3	580 174
			C	502	68	174	7		131	32		90	•	•
							DO THE REAL PROPERTY.		200					10 Mg
TUBAGU 6	1966	MF	A B	146	80	Don Hearth				14	39	-	15	•
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	1970	MF	Α.	-	Réporti	tion des di	nitrate, set		•	-	u u z		45	
			B	331	94	mon of an	duples by	(mail of	30	79	83 2		14	-
			C	43										
UNITED STATES	1960	MF	Α	-	- Réparti	tion des di	placult.	-				24787	5418	7810
OF AMERICA				01113 89515	7540	74391 32898	21770 5352	9514 618	130478	48210 12672	35866 9121	1790	1809	347
		F	Α				11631	262	36677	10405	134	9345	73	1057
				25573	21407 3031	14364	1840	28	3765	1683	34	722	31	95
	1965	MF	A 1	11007				-		4 4 7 7 4	35615	27232	8100	111607
		T. C.	B 5	51040	113970	11/185	21272 5885	13491	137976 29662	19421	15979	3084	2249	2012
		761	191		5-17-0									747828
		F	A B	47828	50165	88366	10848	480	34896	16468	143	12130	206 79	426
				49608	11537	25210	2356	39	5490	3105		12.5		188164
	19/0	MF	A 1	88164			•		260085	81742	50046	39133	13924	16823
				377676	185422	176571 95114	35964 11781	17966 975	55211	25840	20081	6215	3543	3515
		E								-			4.7	⁷ 80945 4334
		F	B 3	80945 566538 96940	93972 21530	131482	18802 3542	1267	72588 11117	22741 5110	208	20318 3259	175	781
VI D 6. 7										-	3 .			-
VIRGIN ISLANDS	1970	MF	AB	48	11	12			19	6		-	•	-
			Ç	-		•			•	•		15.		75-2
		F	Α	-		17		-	6	1				-

- Data refer to universities and equivalent institutions only.
- 2. University of Costa Rica only.
- 3. University of San Carlos only.
- 4. University of Honduras only.
- 5. Education is included with humanities.
- 6. Not including higher teacher training.
- Data refer to associate degrees for which the distribution by field of study is not available.

- Les données se rapportent aux universités et aux établissements équivalents seulement.
- 2. Université de Costa Rica seulement.
- 3. Université de San Carlos seulement.
- 4. Université de Honduras seulement.
- 5. L'éducation est classée avec les lettres.
- 6. Non compris l'enseignement normal supérieur.
- Les données se réfèrent aux grades d'associés pour lesquels le répartition par branches d'études n'est pas disponible.

100 89 U

STATISTICAL TABLES/TABLEAUX STATISTIQUES

3. SOUTH AMERICA/AMERIQUE DU SUD

	AARCH RETAY EMBELL PRABY ORDERS COVE	page
3.1	Teachers and students by type of instituion Personnel enseignant et étudiants par types d'établissement.	166
3.2	Distribution of students by field of study Répartition des étudiants par branches d'études	169
3.3	Distribution of graduates by field of study Répartition des diplômés par branches d'études	172
3.4	Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu	174
3.5	Distribution of graduates by level of degree or diploma and by field of study	
275 2795 3830	Répartition des diplômés selon le niveau du diplôme obtenu et par branches d'études	175

NOTE

To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names in French may be found in the following list.

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver l'équivalent anglais des noms en français en se servant de la liste ci-après:

D-4-11	Argentina Bolivia Brazil	Chili Colombie	Chile Colombia	Guyane Paraguay Pérou	Guyana Paraguay Peru	Surinam Uruguay Venezuela	
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Table/Tableau 3.1 Teachers and students by type of institution ADTAMATA
Personnel enseignant et étudiants par types d'établissement

ays		Year Année		Total 1 17 3 2 2 2 2 2	Universi	ent institutions tés et établis- équivalents	teacher Enseigr	iversity training sement normal sversitaire	instituti Autres é	on-university ons etablissements versitaires
Special Control	- W W Y		MF	F	MF	F	MF	F F	MF	F
AMERICA, SOUTH										
RGENTINA	TEACHERS	1960	8575	1757	6282	782	2293	975	TLAST-	20272
344611440	IFHCHENS	1905	15401	3725	11167	1521	3031	1702	1203	502
		1906	15301	3902	10780	1579	3237	1828	1284	495
		1967	16307	4284	11449	1677	3376	2045	1482	562
		1968	19788	5296	14253	2327 3397	3901 5858	1550 3187	1634	1419
		1970	21336	6584	15478	3186	6473	3703		
	STUDENTS		173935	57230	159643	46147	6021	5126	8271	5957
		1965	246680	96681 97811	222194	76785	17865	15205	7784	4691 5160
		1967	264048	104528	237256	82429	19536	16830	7256	5269
		1908	265303	109509	254402	83470	23480	20367	7421	5672
		1969	271496 274634	113033	238015	84816	26955 31107	23355	6526 7012	4862 5392
0011111	001	p93104 -	- Espera	canches d'e		n des ét ad				
BOLIVIA	TEACHERS	1960	*1680 2331	*203	*1500 2057	'66	*180 274	*104		-
		1406	2604	*244	2283	119	321	*125	-	
	172	1967	2383	+218	2139	120	244	*98	-	
		1908	2606	*252	2354	152	252	*100	-	-
		1969	2727	ACCOUNT OF THE PARTY OF THE PAR	2457		270	*108		-
				b mayyan el			and whether			
	STUDENTS		12055	2698	10023	1203	2032	1495	•	**
		1965	16912	4435	13996	2335 2535	2916 3293	2100	-	-
		1907	21228	5870	17404	3138	3824	2732		
		1968	23125	6548	18884	3633	4241	2915	-	
	CALL	1969	27352	8030	21693	4200	5659	3830		
RAZIL	2 TEACHERS	1960	21912	3107	21912	3107				-
		1965	35126	•••	33126	***			-	
		1967	39556	•••	36109 39556	•••	:			
		1968	44706		44706	111				
		1969	39188	8378	39188	8378		•		-
		1970	42968	8898	42968	8898	-			-
	STUDENTS	1960	95691	26927	95691	26927				
		1965	155781	47511	155781	47511				-
		1966	180109	56506	180109	56506				
		1967	215322	75528	215322	75528			-	
		1969	282653 346824	96179	282653 346824	96179		•		-
		1970	430473	102176	430473	127712			-	
HILE	TEACHERS	1960	0397		6397					_
		1965	8835	:::	8835	:::			-	-
	STUDENTS	1965	26027 43608	9591 16522	26027	9591				-
		1966	51678	10322	43608	16522	•		-	-
		1907	59359	23382	51678 59359	23382	- :		-	
		1969	73035	29083	73035	29083	200			-
		1970	78430	30125	78430	30125				-
OLOMBIA	TEACHERS		3443	.,,	3443			-		-
		1965	7404	•••	6489	• • • •			-	-3
nontain shi tot mainting		1907	1746	good aved sor	7404	sinhung to a	stine name	on of the table	ic presentati	in atetilen
		1968	8860		8860	***	pel	the following	ni bazasi od	rends may
amount the Balt touton		1969	9114	annab šiš etero a	9114	YELL KE'S DOOL	ledax, les	dat sob partition	sidne et sail	ing) ob Su
		1710	10295		10295	o stall it us to	LEY'533 58 00	m en (rangais	state des non	ne inslavi
	emmurti							Colomb	genting	
					Percu			ACTURE DE LA CONTRACTION DEL CONTRACTION DE LA C		ost sav

Country			yearland grafiga see	Year	Tot			ent institutions	Non-unive	ining	institutio	on-university ons tablissement
Pays				Année				tés et établis- équivalents	non unive	nent normal rsitaire		ersitaires
				gm: rini	MF	aver F	MF	lega F	MF	F	MF	F
	von il	P078	a Tuesta To	ette o	22047	4274	23013	4234	Southern Broken Wilder	Daniel Co.	oder .	HARIST
COLUMBIA	5.0		The state of the s	1900	23013	10309	44403	10309	250 Mg - 1	THE COLUMN		-
			110 0	1906	50035	11600	50035	11600	-			
				1907	58712	15139	58712	15139			•	•
	1197		175533 19	1408	65144	17165	65144	17145	DEST TIME	COAF - 494	94 · * 3 / 1	4
			stale W	1409	75770	18621	73770	18621	はからな	- A3W - 14A		
				1410	85560	22936	85560	22936	Water a		15	
			19991 19		\$SAADU	05534	4000	49	SAME STORY	ARGING TO THE	37	11
ECUADOR				1960	1135	60	1098	121	8899		74	19
	100		SILVE		1756	140	1682	117	0205	9 736 · 514	52	12
			10.0028 29	1966	1969	110	1910	100		2807 - 170	59	10
				1968	2256	151	2201	140	#321 · .	5215 - 453	55	11
			108	1969	2454	195	2429	185	0085		25	10
				1970	2867	207	2833	194	E037	THE PARTY OF	34	13
	79			162	24435	14025	365 Y	00019				
				100	20050	35.98	0000	1404	8955	7592 122	75	52
			STUDENTS		9361	1746	9286	1694	DEAA	A TOWNS IN COLUMN	310	106
				1465	14038	3048	13728	3450	2284		264	113
				1906	16047	4809	19312	4694	nage Stay	- STOR	288	115
	100		2527	1967	19600	5686	22348	5574	CONS .	2250 - 32	289	112
			10005 B	1968	22637 32002	8853	31824	8789	enge .	23 . 6	178	64
			- N582 Q	19/0	38692	11629	38582	11548	TREE -	3327 - 30	110	81
-				5002	经产品有 第			05100			77	2
GUNAMA			TEACHERS	1965	558561	20012	61	12	型使湿度 .	1777	100	
GUYANA			1835 8	1900	2035567	052505	67	9830T 5	0283 -			
				1967	44	5	44	2	44.05	1737		
				1968	88	22	88	55				
					740	48	319	48	MARK .		36 TOTAL	
			STUDENTS	1965	319 484	85	484	85		-	16 - T	-
				1966	579	109	579	109	4 de 1 .	BAIDS SENI	OK . * * 64	•
				1967	775	183	775	183	COME .	Apple 7 45	- The second second	
				1908	1030	211	1030	211	Town .	ALCOHOL: NO	DO CARRIED	
				1970	1112	218	1112	218	and the same	200		
Missassin	ind 8		a why postures w	de Sanut	ob, min		A11-		A GOLDAN	S 11 KU J • 17 I		
PARAGUAY		Resul.	TEACHERS	1960	479		479			is the read	Sec 34	
CAROSAN				1905	783	1-11-1	783			•	11.00	
				31406	598	111	598	alta referent	Autab 1.0800	THE CHELL	nuter + cs.	•
		p hel	The state of the ball	31701	604	•••	652	111		- 23	Andre .	
			A PROPERTY AND ADDRESS OF	1908	652	.,,	1049		20			
		neion	tionale, de lauri	1969	1069 956	E care	923	two we loan	33	CANTER NO.	DOWN THE	
				1970	730							
							89.55					
			STUDENTS	1900	3425	1087	3425	1087	3727			
			59.334	1905	5833	2397	5833	2397				His on .
				1906	6521	2534	6521	2534 2770		•	A17 -	
				1907	1024	2770	7024	2783		2563 - 41	17 - 2	
				1408	7144	2783	7144	3069	136	105		6
				1969	7729	3174	7853	3194	319	248		
				1970	8172	3442					157	18
			30165		3944		3544		*400	587		
PERU			TEACHERS	1900	8579		7125	•••	1454			
				1966	10334		8474	•••	1864	714		
				1967	11633		9632	•••	2265			
				1968	12568		10303	•••	2222	120511 63		
				1969	10715		8493	:::			· 72	14. /
				1910	13900		11800	•••	138			
				262	74097	10010	30983	7910	4000	+2100	•	
			STUDENTS	1960	34983 79259	27197	64541	18192	14718	9005		
				1965	91923	31150	73923	21150	18000	10542		
				1906	101099	34552	83509	24010	17590 22379	12831		
				1968	110282	40426	93903	27595	20700	*11800		
			The second second	1909	11/233	*40950	96533	*29150 *32700	19100	+10900		
				1970	124700	+43600	105600	#35100	1,100			

Country			Year	bro col.To	otal		rsities and alent institutions	Non-un teacher	iversity training		non-university
Pays			Année				rsités et établis- ets équivalents		ement normal		s établissements iniversitaires
	724		-10	MF	F.	MF	F	MF	F.	MF	F
SURINAM		TEACHERS	1960	115A 84	67075	STEL .		*27	ined notes:	57	110000
- BUI.		12707270	1905	76	1000	Valua.	\$0.60 Apr	*26	***	*50	***
		P. 40				12247	SAVAR				
		STUDENTS	1960	749 854	182	CARNI-	23775 73775	*330 *350	*125 *135	419 504	57 66
URUGUAY		STUDENTS	1960	15320	6323	15320	6323	0120393	277	1227	315
	27		1965	16975	7530	18650	7530	V 497 . KIN	SH2ABE L	121	30g8653
VENEZUELA		TEACHERS	1900	5093	283	2884	227	209	56	5934	1912
0.7			1965	4762 5692	443 826	4451 5345	350 718	311	93	1.1	
11	36		1907	5717	891	5343	771	374	120		-
			1968	6188 7060	1208	5784 6622	1061	404	143	-	1957
100	075		1970	8085	1433	7621	1273	464	160	7777	1363
113	405	STUDENTS	1900	26477	8220	24320	6987	2157	1233	Thei	Targ
STE		STODENIS	1405	40325	15390	43477	13890	2848	1500	7057	1.54
	077		1906	53790	18173	50631 55367	16471	3159 3380	1702	:	
			1968	60736 74666	24800 29958	63260	22819 27572	3476 4070	1981 2386		
			1970	86739	55376	82120	32585	4619	2791	-	ANAYER

- Data referring to other non-university institutions are included with non-university teacher-training.
- From 1960 to 1968, data include administration staff.
- 3. National University of Asunción only.

455

- Les données relatives aux autres établissements non universitaires sont incluses avec l'enseignement normal non universitaire.
- Pour la période 1960-1968, les données comprennent le personnel administratif.
- 3. Université Nationale de Asunción seulement.

Table/Tableau 3.2 Distribution of students by field of study
Répartition des étudiants par branches d'études

		125/100	a morales	44-200403-	monsing	2 (QD) courses	an a sale	S. S. STOP	19541675-101	A STATE OF THE PARTY OF THE PAR	En dittiss	JIMTUA .	The and the
Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
			. 4050	0.00	7577	24/50	40%3	F242) V	naturelles	l'ingénieu	1983	0083	SECTIONS
		485	10220	485	0.000					250.00		C499 FF	
TOY 1	1900		173935	11509	6021	17151	.,,	58019	5526	22710	48248	3226	1525
ARGENTINA	1,40	For	57250	9162	5120	8018		16465	2217	414	14493	269	1066
	1905		246080	24335	17865	14910		89275	9220	28175	53410	6010	3480
	00.00	F	96681	18931	15205	6385		29732	4215	800	18617	517	2281 4681
	1900	MF	247800	25483	19001	14145		87925	10248	26162	53396	6761	2955
		F	97/90	19521	16530	6114	111	28584	3616	1011	18810	7938	3795
	1967	MF	264048	2/185	19536	14931		100398	10407 3804	1207	17987	852	2609
9		F	104528	21231	16830	6815		33193	8753	31211	45392	9511	4410
je:	1908	MF	265303	20134	23480	15837		98575	0733	21211	43372	TET ME	
			7,005	872	0881	7744		32707	4269	1114	16748	1217	3311
173		F		22390	20367	7386	***	100019	9486	53562	41423	9814	4517
	1404	MF	271496	27682	26955	18038		33164	4617	1233	15918	1263	3319
		F	113033	22291	23355	7875 18856	,,,	88526	10250	37865	41277	11541	5139
	19/0		274634	30073	27024	8421		28822	5266	1589	16485	1523	3906
		F	117251	24215	21024	0421	111	# 1/1	0.75				
*				27									21
		MES	16912	395	2998	710	1544	2619	966	1540	3216	917	2007
BOLIAIV	1965	F	4435	186	4154	221	186	493	38	23	908	21	1565
	1966	ME	18074	362	3418	792	1692	3038	1762	1527	3003	915	160
	- 1	F	4873	173	2421	235	228	587	454	23	572 3912	1134	1345
	1967	ME	21082	556	3993	914	2095	3726	1630	1777	1096	23	144
	1.0	F	5856	233	2844	248	329	791	97	1913	4272	1312	1437
	1908	MF	22419	396	4390	1034	2255	4371	1533	31	1189	133	164
		F	6491	555	2991	264	484	938		250			
					24								
		54	081		266	3.5	24033	14380	3447	11106	19938	2738	
BRAZIL	1900	MF	95091	7731	5572	4746	3434	3976	1295	188	4752	116	- August - 1
		F	26927	6257	4290	2619	33402	30222	6915	22121	25548	6137	316
	1905		155/81	17086	9045	4989 2496	6409	9407	2546	504	6399	345	555
	415	For	47511	12001	17538	8752	53963	56213	17543	41244	40666	8427	
	1908		282053	38307	14284	4851	12110	17383	6745	1149	11976	597	_
	-0-1	F	96179	27084 55502	21711	11055	61378	70458	29196	41858	46492	9174	700
	1969		346824	40034	17101	6694	14211	22126	10912	1417	14536	681	_
	5 E P P P P P	Fol	127/12	69788	27540	14475	71672	92400	41124	48118	55222	10134	
77	1970	MF	430473	07780	5727	175422		4.4		1840	17334	933	
	35	FB		50428	21172	8771	17539	28793	15366	1040	11334	5085	
		-83		8940	5057	1633							
							-700	2704	1058	5299	3227	1248	
CHILE	1960	MES	26027	1000	7167	1435	2799	2794	308	133	1151	167	
591	954	F	9591	608	4705	665	613	1243 5348	890	12295	4812	1249	1563
	1965	ME	43008	949	11234	1837	3431	6719	1015	14636	5995	1394	2185
85	1900	MF	51678	903	1,839	1982	3078	7567	1058	17038	6941	1656	2601
	1907	MF	59359	992	16291	2137	764	3711	444	1700	3746	179	1059
	120	F	23382	633	10086	2625	3266	9475	1607	21855	7769	2164	416
	1965		73035	1144	22714	1006	897	4184	534	2793	4599	279	259
	Y667	F		715	13817	4151	3021	11462	1356	20354	9206	3124	
	1970	MF	78430	1310	2440	40.00	925		2010			418	
		15	25 1366	716	14863	1884	762	4308	426	1163	5555	0.00	
			30125	746	14000	2608							
			176 14	828				2 # 3 13		5416	4802	1507	
COLUMBIA 2	75 404	O A		594	1031	2577	4123	2216	747 985	9641	5205	3157	2522
- H-IIP IV			23013	2944	4600	4327	5274	5748	1330	11604	5724	3271	2873
			50035	2721	5328	4600	5410	7174	1560	12650	6367	3891	6308
		MF	58/12	2262	6586	4174	6288	8620	1210	12693	6474	4114	7745
-			65144	3031	7542	4806	7051	10478	2326	14048	6949	5185	10266
160			73770		8174	4075	7397 8778	17375	2368	17388	7749	5741	9115
				2262	9865	4921	A / / O	11212		1000000			

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specifie
Pays	Année	Sexe	Mary S	Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences	culture	Non spécifi
barriera inst			W Springs					sociales	exactes et naturelles		médicales		y day
- Windshood I		n state	Solmes Sa	and a second	and the	hing .	ryng-xymng		- minut	Tul a T	Sent	elonik.	
ECUAPOR	1960	MF	9361	357	792	465	1542	1129	396	1804	2385	491	
		F	1/46	126	411	21	97	296	195	5.5	534	7	
	1965	M F	14038	1277 762	1551 790	632	1702	2059	176	283/	1784	951	961
	1900	1	16047	1392	1882	836	1766	2762	352	3420	2199	1431	121
	True -	F	3563	751	981	83	128	768	212	62	521	50	1
7823 C. T.	1907		19600	1947	2418	975	2211	3456	421	4051	2523	1600	
	AUAH	F	4819	1240	1270	99	188	977	267	63	645	70	
	1908	FIF	22637	2363	3014	1018	2385	3957	496	4765	2932	1699	8
- Pues	1969	MF	32002	38992	3	1661	3057	5363	907	5871	3987	2164	4 12.1
		F	8853	>108	3	179	344	1573	348	87	1094	120	-
	1970		38692	5086	5203	1661	5410	7280	872	7453	4841	2436	450
	1886	F	11629	3435	2713	239	376	2324	490	131		294	173
	260	113	121 2212						2,8884	CEVER			- 10
GUYANA	1963		164	60	05.008		00.00F	62	42	15,474		5350 W	
80.08	1581	F	29	17	19.05		TEAS	5.5	2775	FC-11			
	1905	MF	319	116		•		116	87		-	-	
7005	1966	MF	48	168	Barre			5	.11	-		-	
	No.	F	85	50	88.	7.3	120	188	113	37.11	15	2005	" VYSTA
	1907	MF	579	181	33	10-1	7/34.99	212	135	25701	20	SEVE W	
	05	F	109	53	10	143	25.5	17	21	27/95	8		
1	1968	mr	175	230	55	•	100	228	170	\$2.475	28	total or	64
7837		F	183	70	18		25.00	70	647	ecat	1 1		
101	1969	MF	1030	288	47	10	201	30 250	239	38	13		17
		F	211	96	15	2		36	47	. 30	15	- :	128
	19/0	MF	1112	308	55	7	14	266	242	180	42		
The second		320	558	96	14	26.03	2	41	48	193	14	1077 .	-1200
DADAGUAY	513		25 (5)55	3 100	3 5502	SUASE !	10.94			27,492	300		
PARAGUAY	1960	M F	1087	3647 390	30 1 1	242	667	631	299	127	608	204	
	1965	MF	5853	31413	3' ' '	145 385	113	43	189	8 8 8		38	*
		F	2597	.1175	3	215	1286	203	177	269	484	274	140
	1900	MF	6521	31391	3' ' '	493	1248	1544	487	373	201	332	133
	1907	N.E	2534	31114	3' 11	261	233	247	276	14	178	30	181
	1701	F	2770	31610 31280	3,11	580	1442	1412	583	355	501	364	177
	1908	MF	7144	1570	3,1	275	268	234	321	115	181	31	169
					111	655	1751	1202	498	426	478	417	180
		F	2/83	1267	3	285	404	163	262	16	180	36	170
Lace	1969	MF	7/29	1380	275	679	1732	1261	595	465	707	439	198
2873	1970	MF	8172	1454	446	320	684	265	337	1252	374	38	88
	1657	F	3442	1036	368	791 397	1801	1384	580	499	690	468	59
0801	51			ALL ST	1175	Wa V	250	2400	372	3202	374	46	52
PERU	1960	ME	34983	29.00	5676					73025			
	1,00	F	10010	2808 782	10381	297	3433	5582	1553	4196	5144	1589	•
	1965		79259		5334 58448	749	451	1400	355	147	1440	47	•
8	Pay V	Fee	27197		19521	153	604	11587	3423	5571	5351	3323	
	1966		91923	6760	44505	1075	5014	14627	4069	183	1644	87	:
	1967	F MF	31150		21841	200	677	3426	778	176	1640	109	
	CTE .	F	34552		46709	1488	5376	16028	4446	7361	6180	5377	ATAMON
HR I	1968	MF	116282		23588	314 1573	713	3982	911	175	2034	250	•
	105	366				8855	3002	19886	5034	8238	6946		-
	1971	ME	135351		27308	324	837	5194	995	200	2311		
	725	Exc			61909 29873	2989	6532	21113	4259	11465			
					-1013	1083	1128	5180	1413	1017			
URINAM		ME	7.0										
URINAM	1960	A P	749	•	330	•	391				28		
	1965	MF	182	:	125		55				28	-	
		F	201		*350		467				37		
					100		58		-		8	-	

Country	Year :	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences		Non spécifié
Pays Initiasus Adale	Age.	Medical					the enti-	sociales	exactes et naturelles	de l'ingénieur	médicales	And,	WARRING
property reset.	2307182	Sciences microsics	graneloli sto	Screncius excessivent	Sciences	Hart I	chemins)		Andre J		serings		
4	1960		15520	1159	of.	1791	4415	2116	.,,	668	4541	630	
IBROAN	1965		16975	954		1664	4730	2574	111	650	5241	1162	-
	1968	MF	18650	828	2.42	1670	4940	2639	1.1.1	761	6231		AMETRICS
		F	7550	544	1	576	2239	972		70	2895	234	
		69.14	1.547		7.027		535	1000					
200124	1960	ME	26477	2201	2157	839	4034	5574	446	4648	5145	1121	312
PHEZUELA	1700	OBJE!	8220	1229	1235	365	1285	1436	140	269	2156	64	577
	1964	ME	41372	2831	4474	1225	6483	7944	1670	5785	7725	2655	
	1,000	MARK	13770	1638	2410	559	2278	2311	606	305	3359	241	57
	1966	ME	53/90	3589	7164	1655	6766	11823	1578	7320	9079	3210	1606
	1907		58/47	3255	7836	1704	6520	13987	2330	8181	9632	3435	1867
		HAUS			YSO			2575			3		

- 1. Social sciences and law are counted together.
- Students enrolled either in first year courses or in preparatory courses are included under "not specified".
- 3. Education is included with humanities.
- 4. Natural sciences are included with humanities.

THEN

SAFE

- 1. Les sciences sociales et le droit sont classés ensemble.
- Sous la rubrique "non specifié" sont classés les étudiants inscrits en première année ou en année préparatoire.
- 3. L'éducation est classée avec les lettres.
- 4. Les sciences exactes et naturelles sont classées avec les lettres.

Coxer

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Table/Tableau 3.3 Distribution of graduates by field of study Répartition des diplômes par branches d'études

Million and and a		13700	Souther Ber	26000000		2000	The Korofi C		1000000000	- HARRIST	ACTIONS.	adveni).	Tell money
Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
								4117	naturelles	l'ingénieur		PREFERE	TAURDON
	No. 1	THE STATE OF	TO S	The second	0743	43.4	14 0 15 K	Combat.	0.00000	27.70	- 50h	SWI ST	1000
ARGENTINA	1900	MF	9/51	573	482	529	1337	813	576	2036	3192	393	
		F	2843	1 261	436	301	309	242	270	27	954	43	
	1965		15509	13945		724	1861	1501	802	1473	4914	291	•
	15 11	F	7/49	3391		349	617	581	503	37	2244	27	A1305 sess
	1966	MF	16194 8243	1107 959	2868	802	2135 686	1456 581	186	1563 26	5187 2457	289	•
	1907	MF	18319	1654	3609	872	2418	2126	656	1850	4801	333	
		F	8839	1391	3244	371	726	777	300	33	1962	31	
1851	1968	MF	19556	1728	3684	988	2793	2443	578	2031	4909	402	•
		-				****	0.44			7673	2000	2-36	
	1970	ME	23991	1399	3376 4792	1019	849 3204	958 3333	617	2486	2018 5884	722	174
		F	11970	1675	4352	470	993	1365	345	89	2619	62	:
BOLIVIA	1962	MF	526	3			78	31	100	41	145	24	
		F	62	1			3	1	-		55	2	-
	1905	MF	695	7	28	7	95	173	-	69	243	48	25
		F	168	2	20	3	5	68	•	1 -	67	2	•
	1906	MF	191	2		12	135	142	•	216	244	52	
	1967	MF	526	In walk noz	10	12	13	88	Ango	65	81 224	23	2
		F	122		6	10	6	24		4	72		100
	1968	MF	588	die eresen	1.5	580% 14.5 5801	97	137	bebulani	108	191	25	.5 .7
		F	175	2	10	3	13	64		13		Transie.	•
BRAZIL	1960		17577	2589	1930	903	3332	2099	697	1601	3952	474	3.
	21904	F	6480	1852	7514	563	384	754	317	23		13	
	1704	-	20282	2409	1525	776	4170	3870	835	2306	3656	735	•
	1967	ME	31188	1762 3700	1242	723	695 5583	1329 6158	1360	4541	973	1596	
	1968		36463	4839	2880	960	6546	7314	1667	5175	5931	1651	-
	21909	MF	45860	6362	5835	1669	6437	8702	2636	5674	7539	2008	
	1370	F	26393	11337	6432	1667	9075	13545	4357	7487	8225	1924	•
			20073	03/7	>057	1054	1954	4534	2098	206	2875	236	1.69
CHILE	1900	MF	2103	147	544	74	215	173	13	204	400	89	1,50
		F	890	122	330	18	33	95	3	301	277	4	
	1965	MF	2928	35	1154	85	204	265	55	346	591	195	
		F	1560	17	810	18	40	119	14	3	313	20	•
	1966	MF	2460	54	2152	115	225	441	83	530	894	237	•
	1967	MF	4/83	93	1506	153	208	222	29	9	534	16	- 22
	•	F	2323	51	1329	50	29	737 329	79	479	822	282	
	1968	MF	6013	91	253/	150	273	765	53	681	1122	341	•
		F	3155	60	1828	55	54	384	15	27	713	21	
	1969	MF	5971	129	2220	163	231	931	121	922	930	324	•
	1970	ME	2898 8255	90	1465	72	48	518	43	28	599	35	•
	1210	F	3001	151 111	1661	208	356 88	1453 775	189	1840	1209	393 40	:
COLUMBIA	1960	ME	1907	98	25								
	1,00	F	516	54	25	164	312	147	171	269	635	86	•
	1965		3257	281	181	441	13	96 416	130	1	94	3	
		F	1068	81	95	225	29	225	134	512 26	697	198	
	1966		3699	275	399	190	392	366	234	721	920	202	
	1967	F	914	56	220	41	59	114	140	12	268	4	
	1968		4245	227	605	303	481	561	365	697	865	141	•
	1969		5454	198	847	118 211	571 382	595 641	328	916	610 939	135	96

Country	Year	Sex	Total	Humanities	Education	on	Fine art	s Law	Social scienc		Engineer- ing	Medical sciences	Agri- culture	Not specif
Pays	Année	Sexe		Lettres			Beaux-a	rts Droit	Scienc		Sciences de l'ingénieur	Sciences médicales		Non spécif
		-		No.		-			Name of Street					
ACTIVITY OF THE PARTY OF THE PA	4060	ME	482		01		5	76	19	45	40	194	36	
CUAROR	1960	F	2 10 12 77	Laborate Co.	45			Name and A	15		7	72		-
	1965	ME	9 9 55	A	239		78	65	77	55	128	245	48	•
	1	F	249		111		-	2	47	32	1	56		-
	1900	MF	954		245		30	104	57		163	259	65	•
	The same	F	263		121		-	3	38			81	106	
	1907	MF	1153	15	197		16	102	111	68	177	341 91	2	
		F	312	9	89		119	178	166		234	444	119	-
	1969	MF	1961	62	593		119	862 170	100		DOWN		101.000	
		F	526	21	251		27	21	70	24	7	98	1	-
	1970		2400	106	735		92	360	211	44	315	295	242	•
	200	F	624	50	315		4	19	99	31	4007	99	7	-
			11. 9 abs			255								
											edV:	166.3	2.9	
UYANA	1966	MF	51	12	-		-	10744	17		YORK	-	-	
7-0-10-0-0		F	111 5	4				Vaties	22		47.65	3		-
	1967	MF	49	17		SEE			1			2	-	-
	# D & V	ME	113	32	26		-		30		-	10		-
	1968	m F	208 21	6	1			45.65	1		N-W-SE-S	,	55MD -	-
	1909	ME	96	38	22			4083	26		1905	4	-	•
	1,0,	F	26	10	1			c54#	4		4 4 5 6	4		
	1970	MF	160	49	25	265		0.588	27	1/	34	8		
										3	2697	4	-	7.
	207	F	27	14	5			V200	1		11.65	7.0		
	W14.													
1	***			22				30	45	30	2	66	44	•
ARAGUAY 1	1960		239	22 85			14	64	99		6	67	31	-
	1905		451 505	142	• • • •		24	89	64		12	70	32	
	1966		105	233	111		22	84	126		16	69	44	31
	1968		167	248			10	108	145		5	68	56 61	41
	1969		182	264	111		19	102	116		15	73 75	71	30
	1970		736	265			20	81	99	80				
			NAME OF THE OWNER, OF	AR 1845		8 8		254 F						
_ 3	0		7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		2386		39	566	696	138	728	774	424	
ERU ³	1971		5/96	45	1145		5	61	117		46	335	4	
	2754	F	1/54	8	1143			4 3/11						
	8			49 X 4 08		A.F.								
RUGUAY	1960	ME	507	20	100	67 1	34	134	45		43	180	47	
4 - A W I	1965		169	17	-		45	112	46	•	41	431		
			4.000						WEST TREE		5591		BALLS	
					60016.00		***		756	31	312	831	71	
ENEZUELA	1961		2851	144	263		38	385 106	16		15	295	5	
		F	704	92	11	88	12	649	568	90000	445	768	169	•
	1906		3516	268	922	61	122	575	826	71	664	1041	286	
	1969	ME	4927	420	766		See See	217	32'		25	429	23	-

- 1. Education is included with humanities.
- Not including postgraduate university degrees: 1,151 in 1969.
- 3. Not including higher teacher training.
- 1. L'éducation est classée avec les lettres.
- Non compris les grades universitaires supérieurs (postgradués): 1,151 en 1969.
- 3. Non compris l'enseignement normal supérieur.

Table/Tableau 3.4 Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
- B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year		01	Total number of g	raduates				Female graduate	S	
Pays	Année			Nombre total des	diplômés				Diplômés du sex	e féminin	
625	637	66	A PF	В	C		Chr.	Α	В	THE COLC	
	3.47			100	de la	100	- 230		CAS 850	24 - AUG S	
BOLIVIA	1962		88 .	326	D				62		
	1905		2.555	695	27 .				168		
	1966		284	836					191	1041	
	1967			526	Sex .				124		
	1968			588					175		,
200		32							360 1907		
RAZIL	1960	16	115	16843	734				6121	721 07 740	
	1904			20282				-	6890	359	
	1967			30108	1080					111	
	1968			35941	1016				111	7.1.1	
	1969			44709	1151		100		111	in doller.	
	1970			64049	100			:	24704	111	
									26393	of South	
0.4									Port In		
CHILE	1960		- 100	2124	39				888	2	
	1905		NE .	2809	119				1275	85	
	1906			4626	105				2405	55	
	1967		-	4650	133				2245	/8	
	1968			5876	137		9.5		3071	84	
	1969			5775	196				2795	105	
	1970			8049	206				3547	114	
QLOMBIA	1965		E4	-30							
	1906		388	2869				352	716		
	1967		245	3454				112	802		
	1968		421	3661	163			188	925	49	
	1969		610	3398	99			200	965	21	
			851	4303	300		192			M. Walter	
			4.8				Eng		SEY 973	1 100	
CUAPOR	1900		56	421	5				2101	4.60%	
NAME OF STREET	1965		67	865	3			56	112	3	
	1906		83	864	9			64	184	N PALLS 1	
	1967		107	1023	3			70	192	1021	
	1969		78	1865	18			90	222		
	1970		0 4 3	2242	26			67	456	3	
			34 132		20				539	16	
LYANA									Pan - 3	H SOUP	
A CONTRACTOR OF THE PROPERTY O	1966			31					,		
	1968		14	202 35				-	-		
		30	17	70	26			-	THE RESERVE AND ADDRESS OF THE PARTY OF THE	7	
	1969		11	63	55			4			
	1970		680 44	91	25					14.15.7	
429									10	a vaces	
RUGUAY	1960		99	408							
	1965		218	551							
ENEZUELA	1961										
-4-64554				2831					704		
	1966		•	3491	25			5 77		-	
	1969		2 2 2 2 2 2	4921				:	1939	2 2 4	

Table/Tableau 3.5 Distribution of graduates by level of degree or diploma and by field of study Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

A – Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire

B - First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents

C — Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	e	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	- Année	Sex/Sexe Level/Niveau	30708	Lettres		Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
	1962	MF A	3	9	253	-	901	Seez	12/27	1988	100	W. 4	
BOLIVIA	1702	B	326	3		4	78	31	-	41	145	24	-
		C	4.	-		•					0.00	Cons I	
- 1				1922	TANK.	2005	28	STREET,	1/22	24082	0.7		_
		F A			14.00		3	ies.	1	7947	55	2	
		E		1	100					-			-
an .			150	100			794						
	1905	MF A		-	-		•			69	243	48	25
		B		7	28	7	95	173		07	243	773	
		C		•	•						A 176	DARL T	
		FA	THE PROPERTY OF	1 787	- TIBAY		2003	2000	FET	10208		•	
		В		2	20	3	5	68		1905	67	2	•
		C					•						-
					7255			9311	THE	TACL	300		
	1968			3	13	14	97	137		108	191	25	
		B	588	3	12	S. 10			-			•	•
									45			6085	Alamojoj
		F A	-	- Wat	7.00	Seas	1 1 1 1 1 1 1	7.767	1983	13	70		
		6	175	2	10	3	13	64		31.5	0		
		C	-		-								
					151		· · · · · · · · · · · · · · · · · · ·						
BRAZIL	1900	MF A	7,55	7457	TAGE						3687	474	
		E		2582	1644	877	3274	2057	697	1551	265		
		C	134	7	280	20	58	42	0.0	140	100		
		0.00	2100	7,000	1.64	552	100	1.60	Not	2024	100		
		F A	6121	1845	1332	540	375	754	31/	23	916	13	
		C		7	184	17	9			•	144	•	
		71.4								- 144	30,000	HOW E IS	and king a
	1964			4250	92.0	10000	4170	3870	835	2306	3656	735	
		B		2409	1525	776	***	111	111	***			***
		C	111	111							A		
		FA	199	Mark Committee		•	•			45	973	31	
		В	6890	1762	1244	463	695	1329	350	.,,	111		
		C	111		***			•••				*	
	40.0	MF A			. 66		31 3		•				
	1969	MF A	44709	0327	3644	1585	6363	8650	2636	6658	7001	1845	
		C	1151	35	189	84	74	52		16	538	163	
					2.4					44	16.7		
	19/0		-	36		1667	9075	13545	4357	7487	8225	1924	•
2		В	40	11337	6432	1007	111	111				***	***
		C	171	,,,			NAMES OF			192	A. 411	usue	
y.		FA	36		-	624	.057	15-1-15	2098	206	2875	236	
		8		8379	5057	1054	1954	4534	2070		111		
		C			•••	111	***	'''		a tra	144		
		4.4				- 1	100						

Country	Year	9	Tota Tota	I Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specifi
Pays	Année	Sex/Sexe	Tota Tota	Lettres	The results	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spéci
												TDY Yes	
CHILE	1900		A = = B 2124	147	536	72	215	173	14	301	579	89	
			C 59	Marin Committee	8	•			1	-	30		
			A -		***		.:		-	-	27/		
			8 888	122	335	18	33	95	5	2	276	See 4	Alle
No.	1905	ME	A -							W			
			3 2809	35	1129	85	204	265	55	346	497	195	
		20	119		25	1	-	-	1	- 30	94	-	
			A		-							177 .	
1			1275	17	16	10	40	119	14	3	69	20	:
	1970										7 5		
	1770			151	2306	208	356	1450	189	1840	1156	393	
		30	206	•	150	1		3	3	har	53	-	
		F /								7 . 9	0. 7		
		- 1	3547	111	1576	99	88	775	6.5	45	750 29	40	:
					THE					360		22	
OLUMBIA	1905	MF /	388	45		119		121		24	79	101	
1				236	181	322	262	295	269	488	618	198	
				***			8	•		The B		•	
		F		40	95	108	29	121	134	22	79 168	- 8	
	354	(22 248	5203	2732	TAVE	7,001	1067	1444	100	-	ATIO
	1969	MF /	A 851	10	84	91	03	174	101	185	110	19	79
		- !	4503	188	699	120	382	463	235	801	760	638	17
		1	300	A TOTAL	66	CVL	62.5	133	SCAR!	161	69		
CUAPOR	1960	MF /	A 56					14			42		
			421	833 23	62	5	76	5	45	40	152	36	:
					100	100	110		-	11.6			
			A 56		42		1	14	31	-	30		:
	111		C 3		3	•	200	3857	583.1	2100	30		
	1965	MF	A 67					46			21		
			8 865	oe teas	23/	78	64	31	55	128	224	48	:
	EAT	82		•	2	- 27	1	- X81	21	1012		•	
*		F	A 64 B 184		110			43		•	21	1987	:
	45.81		B 184	1	110	7 2500	2	2000	32	T- 12000	35	-	
	19/0	MF	A 132	2				71		2.5			
			B 2242 C 26	104	712	17	357	175	44	279	254	242	
	XXT.		20		25	1118	3	1		279			
		F		2	-			29			38		
			B 559	48	299	4	19	70	31	-	69	7	

Country	Year	m)	veau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe	Level/Niveau		Lettres		Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
		_												
- Landary	1906	MF	Α			-						-	•	_
GUYANA	1,00	***	В	51	12	-		-	17	2		-		
			C		•	-	•	7	•					
											-	-	-	-
		F	A	5	4				1		-		-	•
			B	2	2	-		-		•			-	-
			•								34	8		-
	1970	MF	Α	44	-		•		25	17		-	-	
			В	91	49	25						-		-
			C	25	•	23		-						
		F	А	4								4	-	- <u>-</u>
			В	18	14				1	5	•	•		
			C	5	•	5	•	-	•		pego		11.54	
									3050		5	59	18	
URUGUAY	1960	MF	Α	99	17		34	134	49		38	121	29	-
10.70 5			B	408	3	el empered		-		•			-	-
					Distribut							178	18	-
	1965	ME	A	218	14		•		2		35	253	59	-
			В	>>1	3	ital de co	45	112	44				-	-
			C	13	Distribu	tion of gr	dunter or a	MARKET WAS						
						non des in	DECEMBER OF	STATE OF STREET						
VENEZUELA	1901	M		2444	144	263	38	385	756	31	312	831	71	
			B	2831	1,151,000	Control 20	MENT OF			•	100			
														-
		F	Α	-	-		•	106	162	6	15	295	5	•
			B	104	92	11 21	12.	100	102			0.00	•	-
			C	-	ty field	of study								
	406	6 81	E A	_	Flore II	ton le d	oldens-m		± ● #			768	169	
	1960	0 11	F A B	3491	268	563	41	649	543	45	445			- T
			C	25	er ban a	THE PROPERTY	•	•	25	2575				
							1							
	1969	9 M				922	122	575	826	71	664	1041	286	100
			B	4927	420	722	12:		•	•		-		750
			С	210	_									
		F	A			-		24.7	321	34	25	429	23	•
			AB	1939	310	535	45	217	321					•
			C	-		•	•							

there do for the trape production described and the point described and

STATISTICAL TABLES/TABLEAUX STATISTIQUES

4. ASIA/ASIE

17.	407 207 CROX UDS TASH 5000	page
4.1	Teachers and students by type of institution Personnel enseignant et étudiants par types d'établissement.	180
4.2	Distribution of students by field of study Réparation des étudiants par branches d'études	187
4.3	Distribution of graduates by field of study Répartition des diplômés par branches d'études	194
4.4	Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu	199
4.5	Distribution of graduates by level of degree or diploma and by field of study	
\$ \$ A	Répartition des diplômés selon le niveau du diplôme obtenu et par branches d'études	202

NOTE

To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names in French may be found in the following list.

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver l'équivalent anglais des noms en français en se servant de la liste ci-après:

Afghanistan Arabie saoudite Bahrein Bangladesh Birmanie Chypre République de Corée Hong Kong Inde	Afghanistan Saudi Arabia Bahrain Bangladesh Burma Cyprus Korea, Republic of Hong-kong India	Indonésie Irak Iran Israël Japon Jordanie République khmère Koweit Laos	Indonesia Iraq Iran Israel Japan Jordan Khmer Republic Kuwait Laos	Liban Malaisie Malaisie occidentale Sarawak Mongolie Népal Pakistan Philippines Singapore Sri Lanka	Lebanon Malaysia West Malaysia Sarawak Mongolia Nepal Pakistan Philippines Singapour Sri Lanka	Thailande Turquie	Thailand Turkey Viet-Nam, Republic of Yemen, People's Democratic Republic of
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Curio

1 Carrio

Table/Tableau 4.1 Teachers and students by type of institution
Personnel enseignant et étudiants par types d'établissement

Country		Year		Total		rsities and elent institutions	Non-uni teacher		Other	non-university
Pays		Année			Unive	rsités et établis-		ement normal		établissement
			MF	F	semen	its équivalents F	non uni	versitaire F	non ur	niversitaires
TENENT OF					IVII		WIF		MF	F
AFGHANIST/	N TEAC	HERS 1960	7.7-7	.,,	234					
		1965		***	474		20		19	***
		1969		39	516 802	35	25	***	16	
		1970		44	724	41	62 55	2	17	.,5
									1.7	1
	STUD			157	1679	157				
		1905	1 2 2 2 2 3	646	3249	646	106	-	96	-
		1907	250	656 747	3224 4013	628	124	19	78	9
		1908	5242	800	4945	754	194	35	103	11
		1969		857	5124	695	415	154	141	8
		1970	7302	1081	6215	876	913	195	174	10
BAHRAIN	TEAC	HERS 1906		ept tiqe	merbuch do	morpioses f	21			
		1967		12	tool out in		34	12	-	
		1969		12	Water Burner	PO15 10 100	30	12	-	•
		1970		12	Co properties	Do to Sept un	*32	+12		
								E.b.		
	STUD			of chies of d	d ren sienil	lail salenai	26			
		1967		40			107	40		-
		1969	234	124	ral (d ralan	ave lone	191	96		-
		19/0		151	nolbasion	figit eath incl	234	124	:	
BANGLADESH	TEACH	HERS 1970	7201	581	7079	552	122			
						Vibra In	122	29	•	•
	STUDE	NTS 1970	117603	11453	116024	11031	1579	422		
BURMA	TEACH	IERS 1965	1829							
		1966	1915	:::						
		1967	2014	***						
	7	1969	2310	:::						
	STUDE	NTS 1961	19855							
		1965	26055							
		1966	30454	***						
		1968	33663 40197	.,,						
		1969	45891	17195						
CYPRUS	TEACH	ERS 1960	35	7						
		1966	24	5		-	35 13	7		-
		1967	27	6			16	1 3	11	3
		1968	48	6			17	2 4	17	4 5
		1970	64	14	- 14		20		28	
						114 115	21	4	43	10
		NTS 1960	417	110						grid
ENDOUGHE SHIP			288		Oleved has en	Hilboo to assist	417 96	110	192	86
		1966	353 339	235		-	91	42	262	193
		1968	446	206	uomesi • see	•	154	89	185	117
		1969	580	281		as the little of the same	173	111	273 370	115
IONG KONG		1970	698	306	and a second	The state of the s	279	154	419	152
IONG KONG	TEACH	RS 1960	720	130	241	56	93	34	386	40
		1965	1127	225	451	95	236	98		32
		1967	1241	256	110	130	236	95	382	31
		1968	1737	341	914	133	228		420	46
		1969	1992	305	732	123	123	95 50	1137	132
Kalana		1970	1677	252	710	109	122	52	845	91

Pays .					2.00	ent institutions	teacher 1	The contraction of the contracti		non-university	
Pays		INCOME STREET,		inforch to all			sités et établis- s équivalents	Enseigne non univ	ement normal		s établissement niversitaires
				MF	3M F	MF	F AM F	MF	F	MF	F
											10.0
HONG KONG	13636	STUDENTS		8498	5428	1495	402	2554	1492	4449	1534
	68770	-	1905	10684	4173	4102	1460	2107	1452	4867	1335
	23333		1407	11343	4338	4333	1599	2068	1402	4618	1279
	10075		1968	14150	5326	4890	1640	2065	1430	7195	2256
	17552		1969	19874	6193	5286	1762	2095	1421	12493	3010
	52950	. TEATREM	14/0	25516	7608	5610	1842	1870	1287	18036	4479
INDIA		STUDENTS	1960	644904	109091						
		20 10 10	1405	1054273	224200						
			1900	1217819	205791						
			1967	1402477	311348						
		**	1968	1792700	*301600 *412300						
			1970	2009134	+472000			0244			
IFARSE		CHURCHES	4450	(820/	9252						
INDUNESIA		STUDENTS	1965	48204 *140000	+34500						
			1967	192416	47880						
			1470	230892	*59000						
		V1 6	1971	*251870	*03360	+175500	*48500	*10070	*4070	*66300	*16790
IRAN1		TEACHERS	1965	2486	236	2463	235	23	1		
4 10 17		45	1966	2772	282	2704	270	68	12	111	:::
			1407	5382	30/	2688	139	87	15	607	153
			1968	3365	111	2120	96	118	'32	2161	273
	1.6		1969	6103	673	3635	368	307	23	2368	350
			1970	0474	797	3828	424	278	2.5	2500	0.00
		020 7									
		STUDENTS	1960	19815							
	125	- CANADA CONTORTA - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	1965	29683	7039	28621	6894	1062	145	***	
			1966	30/42	8841	35566	8571	1176	270		-:::
			1407	58774	13975	36405	7977	2709	777	19660	5221
			1968	58194	15070	34526	7383	2977	1280	20691	6833 7278
	8.		1969	67268	16949	41900	8391 9520	6967	1308	26292	8199
			1970	74708	17021						
IRAU		- TEACHERS	1400	00 1122	171	1122	171		130072		
			1405	1455	253	1455	253 282	10504	114	_	-
			1966	1567	282	1567	325				
		" wearened	1967	1654	325 295	1879	295			•	
			1968	1879	140	1783	146	1007	•	•	
			1970	1822	155	1822	155	-0.5.40°	•	•	
		-	2000	4755			52101				
	OVE	STUDENTS	1960	12260	2764	12260	2764		mJABT	10,15	SH CASHON
			1405	28377	7625	28377	7625 8337	Lavi			-
	9227	2.5	1406	32362	8337	32362	8308	- OOK			-
	1221	OE STREET	1467	35331	5308	41189	9877				
		77	1908	41189	8321	37290	8321				•
		22 22	1969		9439	42431	9439	UN RE		4.60	- 35
200						1602		796	312		.,,
ISRAEL		TEACHERS	1965	4269		2994	8938	1275	538		• • • •
	3555		1966		45.000	3840		1387	618		• • • •
	E5065	1945	1467			4499	acere.	1329	592 560	:::	
	31574		1968	6307	- 016011	5063	VACCATI.	1068		- :::	
1450	33214		1969	6840	- 20004	5772 6783	77.99111	1145	:::		
	23655	2 4522	1970	7928	10/00 P	0,00	0.585.00	Valent Control	1 1 1 1 1 1	7.552	
	26152		SPEED!					W	2/5/	1789	
		STUDENTS	1960		5668	10836	3214 8372	2970 6394	2454 5428	7728	+1111
			1465	35878	13800	21756	10294	7674	6499	5911	47440
			1906		16793	28520	12055	7818	6636	5574	• • • •
		TEACHERS	1907		18691	32389	14028	6362	5423	6007	
		0 0	1968		21097	37343	16447	5453	*4650 *4650	*6600	

							Seller "			1.6	
Country	you make	yakeson	Year	A STATE OF THE PARTY OF THE PAR	Total		ersities and	Non-un	iversity	Othe	r non-university
							valent institutions		training	instit	utions
Pays			Année				ersités et établis- ents équivalents		ement normal	Autr	es établissemen
				MF	F F	MF	# F	MF	F	MF	universitaires F
101	AVE III								HERE WAY	A.ave	
JAPAN ²	6995	TEACHERS	1960	75003	6453	61347	3371	GOVI . E	MANUTE.	13656	3082
V132			1465	104/75	10876	03622	5625	doxt.		21153	5251
DECK OF	TOBA		1406	118966	15239	93633	6729	SON -		25333	6510
			1907	131131	15269	101650	5417	COAL.		29481	7852
- grag	12093	FSAR	1968	141117	16883	109702	8253	49.84 A		31415	8630
	18036	1287	19/0	140443	18045	114172	9250	and the	100	52271	9157
			1210	131721	10010					32956	9628
		n William TE		700755	*****	100000	203944.0		Hadnas	1.0	A188
		STUDENTS	1960	789755	164151 290281	701033	105617	Dans.	-	88722	58534
			1966	1339689	359746	1131052	204730	1000		165291	114430
			1907	1507765	430258	1251703	234695	5000		256062	195563
			1968	1658223	479900	1373465	264383	8083		284758	215517
			1969	1769798	504547	1459696	280744	0.(36.		310102	223803
			1970	1819323	512759	1503286	287823	Vell av		316037	224936
JORDAN ³		TEACHERS	1900	80	30	-000000	00000	calls of	N TOUTE	174	MOONE SIA
			1965	200		75	ABANTAGE.	94	29	31	•••
097874	002504	97544 0	1466	355	76	124	508007	130	46	101	23
		A STATE OF THE PARTY OF THE PAR	1407	308	54	159	10	65	.19	84	25
4.6	***		1968	329	55	160	10	88	21	81	24
341		51 8	1969	368	60 45	188	5115 6	92 76	28	88	25 17
155	100	CY.	8	139	8885	301	5582	1000	22	30	17
145	1127	120 8	11	6.0				3898			
250	2368	STUDENTS	1400	982	237	- A 70.0 •	EKTO .	891	237	91	
		4.	1965	3192	1026	1169	470	1437	462	586	94
			1966	4409	1197	1830	410	1781	556	798	231
			1967	3420 4077	919	2292	543	773	228	355	148
	S. Charles	241 3	1969	4463	1046	2717 2820	655 730	1037	252	323	139
	D3007 -		1970	4518	1349	2913	859	1282	319	332 323	128
KHMER RE	TAUDAN	TEACHERS	1962	156		7110	21/25				
10124			1971	1263	30 2 00	156	89539	489F	1000	-	
	24292			o seal	0.0000	TSOFT	Surar	UNIVE			
		STUDENTS	1962	2571	706	2571	551706				
			1965	5904	10000	5904	3 / 3 / 00	CONT.	BISAST -		962
		100	1966	5894	100	5894	1361	Dave		:	
			1967	7452	ARAN	7452	A241	1964	-		
A. C.			1968	8525		8525	238. · ·	SOXT .		-	
-11	W. 1 2 1		1969	8145	111	8145	681	YOUP -	-		
			1971	10425	2215	9228	2245	57.61 -	-		•
						10423	2215		_	•	
KOREA, R	EP, OF	TEACHERS	1960	4055	0000	3633	0977 4	252	BRUTZ	170	
5			1965	6966	818	5470	604	305	20	1191	194
-		S. F.	1967	7845	1027	6078	742	397 452	25	1339	255
-			1968	8898	1110	6764	795	452	30	1348	282
			1969	9704	1172	7447	844	533	33	1657	296
			1970	10435	1350	7944	985	660	41	1831	324
	Are. The				5007						
444	1.88	STUDENTS	1960	98798	16667	92930	14944	203646			370
\$15 M	12.5	* 1	1903	131777	27959	107929	20044	2646 3825	1353	3222	6621
	100		1965	141636	35361	109485	24062	5920	2491	20023	8808
10.6	The second	83	1966	175349	42237	136054	30129	8077	2908	31218	*9200
Yes		100	1967	170941	42853	128909	29994	8818	3318	33214	9541
			1969	186675	44086 45580	129151	29931	9602	4522	53657	9633
	9853	4845	1970	201436	48863	139085	30609 35448	11038	5687	36552	9284 8796
COUATE	8577	9594 S	20				6706A	12190	6619	36192	0170
TIAMU	1040	TEACHERS	1966	49	8	49		40.54	X 11.130	819	126
	2722		1967	71	10	71		0000	36	To beauty	10
4.11	100e		1969	141	14	119	13	55	3		32
***	0.000	0000 E	1970	244	28	189	3104315	46	6	782	37.
			200	DIE	Vagna	0.6649	52035	33	13	179	48

Country				Titles mai			rsities and lent institutions	Non-un teacher	iversity training		er non-university itutions
Pays meetings an		Ingran Jawana					rsités et établis-	Enseign	ement normal	Aut	res établissement
emites in				stonical opti			ts équivalents		versitaire	non	universitaires F
3	316	3.00	RM	MF	₹M F	MF	THAT F	MF	F	MF	r.
KUWAIT		STUDENTS	1044	418	176	448	176	pava •27	vaduta.		1,000
KOMPTI	5	31006111	1967	418 886	416	418 886	176	00Y 1 T			-
	76		1968	1619	733	1477	5662	142	71		-
×	*		1969	2314	1064	1963	899	351	165		-
			1970	2686	1300	2225	1078	461	555		MATERIAL
LADS		TEACHER	\$ 1960	6	4568	AGREE	95,6805.0	dant sa	10-40-31	6	
LAOS		LACITEM	1965	18	•••		3.134			18	1
	40		19/0	1000 21	UEE8 3.	#386#	#21081		4300 mg	21	3
											INCHPIDER
		STUDENT		447		25 Eq.	44738 44835	GRAL SK	21121131	113	14
		STUDENTS	1960	113	14 26	10974	2018.5	*15	*2	146	24
			1906	235	37	7.00527		19	2	216	35
			1907	360	62	0550	EETTS	38	3	322	59
			1968	407	78	ENRA	28452 ·	31	7	376	71 76
			1969	420	87 82			42 57	11 25	378 367	59
			1970	424	04	126782	87.0008	0345 at			
LEBANON		TEACHERS	1962	1331	167	1331	167	COMP.			
			1905	1434		1434	2000	0041	•		•
			1467	1266	177	1266	177	29.84			
			1968	1697	248	1697	248	49.81			
			1969	1918	260	1918					
			1210	#2300	9.895.4	-2300	010	0144 88	SHOART -		CANA STANS
		41			1 8 7 2			4000			
		STUDENTS		10253	2391	10253	2391	25.85			The Day
		-	1965	20538	3685	20338	3685 4944	NOXA		1 18	
	*		1966	25475	6438	23475	6438	0.047			
18 1	#		1967	29136 33587	7208	53587	7208	11× × × •			•
			1969	38519	8909	38519	8909	- N			•
			1970	42578	*10000	42578	*10000	•			•
MALAYSIA	-ia		48	-	1006		1306	135	50		
SARAWAK		STUDENTS	119X-100-20	135	50	557	3025	146	57		
	201		1965	146	57	V81	Nasy -	227	80		•
*			1968	291	114	495 •	SHAR	291	114	-	•
			1969	367	146	ACA .	13.98	367	146	:	
	27.7		1970	430	20138	188	Z 878	430	138	With the	
FALSTEN COME	200000200			577	108	142	e a c 17	357	89	35	211
department of the same of the	AYSIA	TEACHER	1960	1400	266	251	30	1059	229	90	7
	310	ASSENCHER	1966	1689	*339	352	284 42	1252	291	85	6
		Vo-	1967	1650	*373	407	*50	1142	314	101	3
05	595		1968	1160	*170	688	*85 65	398 378	82 96	275	129
8.0	0.45	60	1969	1129	290	561	69	306	64	346	92
	9112	37	1970	1213	225	201				2263	
											+21
5.7	2246	STUDENTS	1960	8071	*2770	00654	149	6870	*2600	547 755	48
519	3058	BASSIDENT	1905	12704	4345	2835	746	10264	3551 4105	967	58
330	9695	2822	1900	14834	5102	3603	939	9939	4341	1189	83
223	3365	2758	1967	15688	5627 4258	4560 5566	1547	6010	2586	1469	125
27.2	25.55	1852	1968	15017	4439	6726	1925	2687	1054	5604	1460
515	3785	1255	1970	10956	5007	8230	2410	2927	1226	5799	1371
613	2574	1350	1 / / 1	K. Mariana				100			ARMAJ IR
MONGOLIA		STUDENTS	1960	6900	9.E.+'++	2049	262	1663	202421	4299	111
	14 Py 05	- YEACHER	1965	8011	98000	2049	925	1566		3876	
	9		1966	7690	52111	3130	198	1449		2819	• • •
	10		1967	7035	5111	3102	250	1591		2342	
40			1969	1226	28.00	3030	EKORE	1794		2402	
			1970	6874	16.44	2845	764711	1698		2331	• • • •
						292					
		TEACHER	5 1960	292	**!		111			-	
NEPAL				600	45	600	45	-			
NEPAL			1965	600 751	59	600 751	59 70			:	

Pays		Year		Total		rsities and elent institutions	Non-university teacher training	instit	Other non-university institutions	
Pays		Année				niversités et établis- ments équivalents	Enseignement normal non universitaire	Autres établissement		
Dr. Au		-18	MF	784 F	MF	F	MF F	non t	universitaires F	
NEPAL	STUDENT		4633		4633		PEAL STANGULE		17 6945	
		1965	10235	1380	8100 10235	1380	10077	pr y S	5.25	
	ear .	1969	17025	3103	17025	5103	49.49	4.35	531	
	222	PART			The second	0.000	DANG		7.85	
PAKISTAN	TEACHER	5 1470	8556	1919	8376	1893	180 .6		0.15	
			3.000							
	STUDENTS	1970	221681	41849	218530	40801	3151 1048			
PHILIPPINES	TEACHERS	1400	11758	5228						
40		1465	22880	10324			STREET, STREET			
		1966	23005	10871						
1000		1967	25325	12047			04X4			
		1969	27733	13286			4444			
			27074	14415						
92 Yaz	Maria Barrell				58	250				
	STUDENTS		300811	154722						
		1905	527881	284178			FORE TRANSPORT			
		1967	553240	299440						
		1968	62/104	347163						
		1969	634835	348929			Valle			
SAUDI ARABIA	********				Acres 1					
MAN WWATH	TEACHERS	1900	119		119			-		
		1966	377		278	Valla 1	and the same of the			
		1967	416	ALLOW	377 416	STATE .	TOXA STREET,		•	
		1968	418	16	418	16	40.00		1.5	
		1404	573	50117	573	17	140			
		19/0	697	45	697	45	THE REAL PROPERTY.			
	STUDENTS	1960	1306	91634	1306	22529				
		1965	3625	118	3625	118	SAME PRINCEPERS		ALEYALA	
		1906	3825	114	3825	114	covi		CONTRACTOR OF THE PARTY OF THE	
		1967	4861	189	4861	189	1081	-	-	
40 00		1968	5419	294	5419	294	9971			
		1970	8492	691	6942 8492	691	SPAL.	*		
INGAPORE TE	TEACHERS	1961	565	5-175	313			1		
	153	1905	875	127	372	53	82 25 200 57	1.5	4.7	
	42	1966	982	148	465	55	200 57	303	17	
		1967	933	149	441	55	203 69	289	25	
		1968	1074	148	489	65	201 63	292	20	
		1970	1157	186	703	124	198 63 168 51	240	12	
								286	543	
	STUDENTS		0886	2066	3637	846	2499 1153	27//	67	
		1965	13807	4969	4996	1402	2499 1153 5603 3248	3208	319	
		1906	13184	4650	4863	1469	4827 2825	3494	356	
		1968	13005	3939	5033	1588	4609 2768	3365	253	
		1969	12659	3670	5705 6598	1855	3015 1852	3727	232	
		1970	13771	4167	6889	2044	2276 1353 2097 1356	3785 4785	273	
I LANKA	5 TEACHERS	1400	434	12			100000	4103		
129.0		1965	549	9405	549	ANDRES	COST ETHISDUSE	312.70	A LANDERS	
		1966	756		756	00.111	- B. C.	X12.0	9.54	
		1967	811	111	811	3.02	130330	35677	9 2 6 6	
			924	***	924	9599			12.	
	1 8 9 9 9	1969	1077					-	- V-7	
		1969	1033	223	1033	****		14(15)		
1005			1033	223	1033	033				

Country		Year	To	otal		sities and lent institutions	Non-univ		institut	
Pays		Année				sités et établis-		ment normal		établissemen iversitaires
restricted in HOV			Liver of the state of	ON THE PARTY OF TH		ts équivalents F	non univ	ersitaire	MF	F
The Name	Special Es	Shanna .	MF	Ad F	MF		MF		WIT	-
				Description.				Seeker See	AND THE	LANGE TO B
SRI LANKA	STUDENTS		4723	1136	4723	1136	MAGE STA	MONTH	CONTRACTOR OF STREET	
	- 1	1965	14367	4579	14367	4579	200			
407		1966	14422	5329	14422	5329				
		1967	14287	5759	14287	5759	1986			
		1968	12686	5407	12686	5407	50 St	1000		-
134 1374	M	1969	11850	5024	11859	5024	6801	0.3	YE . 10	
151 V 175 T/A		1970	12325	5334	12325	5334	The same			
ALGMO			* 0 25	W		540				
SYRIA									F - 10	
	1142 17	24	10		0.70		STREET, LEWIS	eather 2	3 <u>2</u>	
	TEACHERS	1465	839	* **!	839	11.	A Assid ment	227	97 (
		1966	857	35	857	35		13.	000	
		1967	941	55	941	55	79.5	1000 - TO		
		1968	1116	77	1116	72				
		1969	1056	72	1056	71	Water -		60	
		1970	1192	71	1136					
										200.2
	STUDENTS	1900	14370	2475	14370	2473	of Emple Street	the street warm	with Table .	Dare T
	wall assittate	1465	32653	5486	32653	5486	No. on China	extrance and or	STREET INSTRUCTION	120
		1466	32127	5416	32127	5416	Rossland A	te sz berm	one winner	950
dans the state and unab	LIBERTINGUS	1467	33027	5727	33027	5727		-000 - MT -	etall and to	- 105
married oil filed so		1408	35005	5932	35005	5932	STAIS O'COL-	Carri sect d	try minora	gpas.
of a pideredie	a Jopan Lill	1969	37540	6481	37540	6481			845	98
		1470	40537	7335	39692	7237			043	
			e efficience	DE 27.45	2372	789	444	195	206	52
THALLAND	TEACHERS	1960	3022	1036	2312					
		1966	3949	1453						· Verse
		1967	4692	1979	4340	1677	364	206	766	96
		1968	5470	2246	5116	1888	542	320	246	38
		1969	7506	2866	6532	2458	655	363	319	45
		1970	leans lake	stell 1						
					The same	40/40	4672	2426	4843	951
	STUDENTS	1960	45548	13816	36033	10439	4012	2420	Tyllio 3	
-duame, men	3	1965	30403	12236						
		1966	32666	13254			t anguesta			
		1907	38204	15531	4000	4/407	5600	2721	3515	238
	T DE 100 14	1408	41848	17566	52733	14607	4469	2326	1671	39
control to the product) Turnamed sol	1969	45763	19258	39623	17977	10784	5124	1503	35
		14/0	55315	23136	43028	old and lemon	4703054	rosomia vi	Entrance 10	peneg
a or teleforming the training		- parame	Januara	771	2807	558	382	114	882	99
TURKEY	TEACHERS	1400	4071 5806	1376	4033	926	,,,		1773	450
		7965		1366	4377	912		'77	1823	454
	or tonnall t	7966	6200	1563	4857	1129	286		1583	357 494
certain sen seile		1967	7627	1737	5132	1167	263	76	2232	796
	earles lever	A STATE OF THE PARTY OF THE PAR	9786	2405	6067	1444	530	165	3199	403
		1969	9229	2098	6382	1454	624	241	2223	40.
		1710								
						40070	3893	1343	16943	1594
	STUDENTS	1960	65297	13007	44461	10070	ATT CONTROL OF	111	41748	6741
	W1 7 - W11 1 -	1965	9/331	20382	55583	13641			51768	8604
		79466	111791	23478	60023	14874	5243	1943	57169	7666
		1967	125647	24515	63235	15291	5244	1954	70271	9542
		1908	143279	26787	67764 75522	16226	6011	2329	78801	11248
		1969	160534	29803	76739	16079	8781	5316	84273	12639
			169793	32034	10137	14-3-30/10	THE PARTY			The state
	15230	188	780	37	498	36	1000	•	282	
VIET-NAM, REP, OF	TEACHERS	1960	780	54	744	53	•		208	3
		1700	952 991	125	807	93			184	1
		1966	960	105	790	90	10 mm		170 276	1
		1967	1265	150	989	136			328	2
		1968	1422	181	1094	155		100		
		1000			1017	189	-			• • •
		1971	111							

Country	Yanasa Mayear	Spin ppl T	otal		sities and lent institutions	Non-unive			non-university utions
Pays Product of the	Année	40000 Washing			sités et établis- ts équivalents	Enseignen non unive	nent normal rsitaire		s établissements iniversitaires
	4 318	MF	THE F	MF	RM F	MF	F	MF	F
VIET-NAM, REP. OF	STUDENTS 196	1 12443	2130	11429	2072	DEST -STR	sourz.	1014	13HX1 58 F
ATE WHILLIAM	190	The second secon	6834	26441	6531	5945 ·	-	1969	303
	1700		8127	30908	7992	0041 -	-	1734	135
	196	C. Control of the Con	9311	33181	9171	41852	-	1545	140
	- 1968	39558	10547	37887	10406	3941 ·	-	1671	141
PARTITION	1909	48126	13981	46328	13791	49.000 e		1798	190
	- 1971	5/574	17018	53382	16857	0244		4192	161
YEMEN, PROPLE'S DEM. REP. OF	TEACHERS 1970	42	4	31 lije		42	4	-	A3 FM E
PATERIAL									
	STUDENTS 1970	91	25	Disco	SEN .	80 9 9 1 3 KB	52		-
44					706	2675			
	1 4 5	THE PERSON		8.5	149	NO. F			
						REGE			

- From 1967 the numbers given include a certain number of non-university institutions which were not previously counted in statistics of higher education; therefore data for 1960-1966 are not strictly comparable with the 1967-1970 data.
- Including correspondence courses: 134,000 students in 1970.
- 3. From 1967 data refer to the east bank only.
- 4. Full-time teaching staff only.
- From 1960 to 1969 data refer to full-time teaching staff only.
- 6. Important organizational changes took place in 1966: the old system of part-time studies (extra mural courses) was gradually discontinued until it disappeared in 1967; therefore the figures for the period 1966-1970 are not strictly comparable with those for previous years.
- Data referring to non-university teacher training are included with other non-university institutions.

- A partir de 1967 les chiffres tiennent compte d'une certain nombre d'établissements non universitaires qui n'étaient pas comptés auparavant dans les statistiques de l'enseignement supérieur; de ce fait la série 1960-1966 n'est pas strictement comparable à la série 1967-1970.
- Y compris les cours par correspondance: 134,000 étudiants en 1970.
- A partir de 1967 les données se réfèrent à la rive orientale seulement.
- 4. Personnel enseignant à plein temps seulement.
- Pour la période 1960-1969 les données se réfèrent au personnel enseignant à plein temps seulement.
- 6. Des changements importants dans l'organisation de l'enseignement supérieur ont eu lieu en 1966: l'ancien système d'études à temps partiel (extra mural courses) a été supprimé progressivement jusqu'à sa disparition en 1967; de ce fait, les données pour la période 1966-1970 ne sont pas strictement comparables à celles des années antérieures.

TO , THE WALKETSIN

 Les données relatives à l'enseignement normal non universitaire sont incluses avec celles des autres établissements non universitaires.

Table/Tableau 4.2 Distribution of students by field of study Répartition des étudiants par branches d'études

		- STEELING	Sciences Sci	Salvinulas	Segment	\$60.00	Manager 1	196 944	Assembly	Demon	Distant	& agmik	2010 11 30
Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié `
June 1 to 3 to		49.62	0 885	968	7853	9039	-64-	40101	naturelles	l'ingénieur	(A	VERFUT	ATEREOR
00.00	0005	4053			308802	20025		95500			125 129	COVERS	
ASIA SE	0245		20001 7	0.62 F	02052		0.48	939.61	4554				F 1 1 1 1
AFGHANISTAN	1905	MF	3451	555	451	•	509	460	417	293	617	140	9
	1907			807	622	3670	445	58 408	328	587	831	292	
	10073	# F 835	147.00	238	234	47764	41	36	64	810	126 870	371	
	1908	MF 20 P		1156	725	65.5	28	31	78	6		4012	
		MF ME	The second second	1101	934	260	417	504	503	835	96	489	
	8995	F 972		929	1460	1985	808	546	725	915	1184	731	
	18.00	MF TEO	07 80021		18763	7.7	4485	- 7647	A175 = 1			2	<u></u>
		F	1081	140	375		104	26	109	170		1 . 1	
		nets	7452	1227						4374		100	
BAHRAIN	1900		26	1310	107	- S.		1007	16-167	1	V 10316	Daylet	
	1967	FOLA		1200	40		1.		5-07	1,41	•	•	-
		ME	191	16 R.C	191	•	1-0	39.45	100	3 63	5 1	XBR) - Z	
3	1909	MF SEE		1860	234			3215	1467	1.00	- AM	406	•
	95	F 5.89	124	1727	1245	242	3.	44.42	2027	1000	A STAN	Y-07-7	1756
		MF 845		218384	151	7		Talk.		1992	712 - 9		
		663		0036A	2717	42275			188577	4/4/10	16 511511	Castri Co	
0.4.14.1.4.0.1.1.1.1		F ME	170941	51395	1904	454	4696	30820	20499	2850	3304	1681	
BANGLADESH	1970		117003	1351	494	31	39	1358	1545	47 a	630	0.00	
			PACO1ATE	140988					TOTAL TOTAL				
BURMA	1963	. MF	18494	ö113	779		447	678	6020	663	1624	170	V. MADO
- WARD	372	F 5 00	5927	3459	415	76.0	85 309	213	1313	17	2607	520	- 2
		F TES		3183	422	4.974.3	57	1003	1387	207	862	61	•
-	2312	oy Haar		20091	1413	619	6110	0500	\$0.50 \$0.50	575			
CMALLIE	10.0	150		12892 6€87	96	1919	148	100.00	2€ 64	2.473	166	26	•
CYPKUS	703	MF 405		1500	35	54.64	1.60	A BANK	8-04 4-12-3	10.0	195	22	
	1900	MF 875	508	32.67	91	22.57		100	E-877	74.1	173	1 00 ME T	•
	1967	FSIS	215 515	3-86	154				# A A A A	100	140	21	
		F 202	190	E-08	89	2.00	4413	1000	7-10-1	-	167	26	
	1968	MF 602		1205	173	5-2	241	10 day	5,065	3	112	32	
		MEEDE		04.50	210	0.000	200	25	0.FEV	126	187	32	
	4875	1250 00		9935	117	949	808	19		9	134	27	-
	197) MF	098		279		•	39	2 108	196	161	23	BARA
	8523	S F 081		9 2655 7465	154 100			2000		24%	CST TAR		
Pitter	9950		9 886	64 69461	12840		20.00	2073	817		349	1.2097 -	71 -
HONG KONG		MF AS		1290	1124	113	1000	1032	230	40	38	1.0071-	1 **
		F 664		2143	2566	163	5.05	2168			518 85	9897	103
		c Foat		1026		36	14 TH		1547	1619	563		119
78603		7 MF 80		1016	1429	242	4.574	1262	387	3.0	601	4.444	103
		B MF	14150	5196	2205	524	1000	1777	1644	1757	102		10
89062	9695		5526	1375	1472	156	40	5942	2003	5364	632		448
	190	Y MF	19874	2000				2392	452	105	99		186
	TAN DE TONO	F	6193	1295	1486	161	17 80	8852	2368	7869	668	•	28 11
	197	0 MF F	7608	1467	1405	164	33	3834	493	90	111		11
			, - 00								The Course		2027
INDIA2	106	0 MF	644904	440980	20120		27141	44604		47838	40402 8238	15285	2534 445
	190	O MF	109091	92478	6170		805 34756	85210	- !!!	86285	65881	29943	6686
	196		0542/3	714046	31460	:::	1268	1440		788	14938	173	1957 6056
	196	F 6 MF 1	217819	193314	37755	-:::	45522	116839	111	1132	73505	30669	1760
	- 0	F	265791	228957	13578	111	1780	2011 138817	111	97040	82701	30676	4963
	196		402477	962133 271051	14659		1924	2545	111	1150	18326	222	1471
		F	511348	F11031									

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	- Medical sciences	Agri- culture	Not specifi
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences	Culture	Non spécif
								sociales	exactes et naturelles		médicales ir		
berelm sell		W.	formical inches	Solem -	noile a	Drain	Databases	d	autou		Ex	Aurela Sa	
NDUNES1A	1959	MF	47560	2589	15104	46	9109	7853	659	1896	6496	1975	3833
		F	9252	766	4100	46	1782	730	115	87	1095	140	391
	1971	M F	251870	14720	54320	1500	23800	70920	5690	40090	22430	12300	6100
		ſ	69360	6350	19410	450	6070	22430	1840	2940	7300	2450	120
RAN ³	1965	ME	29074	8268	1062	899	3670	1993	2030	3207	6993	952	SHATER
AR STORY	202	F	6926	2465	145	141	559	1034	576	110		68	
	1966		36/42	10927	1720	992	2763	4769	2236	4606	7268	1461	
	*****	F	8841	4072	432	170	378	883	503	150	2105	148	-
	1966	M F	15070	13121	1678	2331	2202	11996	6707	8636	9048	2475	•
	1969		67268	15305	2150	2809	2325	13666	1625 8964	11703	9370	2976	•
	±ER.	F	16949	5929	606	658	4391	3284	2233	515	3031	302	
	1970	MF	74/08	14704	1951	2844	4	18163	9876	14008	10000	3162	•
		F	19027	0837	605	637	4	4201	2269	725	3434	321	
												0.077	
RAQ	1960	MF	12260	2589	1789		1854	2436	431	1079	1565	517	-
	1905		28577	1062 3399	577		201	333	92	33	448	18	Literature and
	1,00	F	7025	1423	2685		2529	5310 950	3916 1266	125	3139 918	864	•
- W	1966	MF	32304	3504	8199		1754	5565	4468	4080	3552	1242	serie.
是1年豐富。2	Name and Address of the Owner o	F	8337	1382	2835		194	1251	1517	174	932	54	
	1907		35331	5762	9797	258	1479	5489	5359	4159	3796	1232	
	1969	ME	8508 37490	965 17388	3351	744	167	5857	1744	189	961	30	
		F		5	5	386	2554	5	6050	4448	4466	1998	
	19/0		8521 42451	520482	5***	75	136	5* * *	1967	233	1077	45	HE SEE
	1710	F	9459	55435	5' ' '	94	2970	5' ' '	7678 2240	4779 274	1082	2041 87	:
6	057		567 600			500				444	87 31	COLUMN T	
SRAFL	1960	MF	13806	2980	2970	159	760	1824	2059	1918	698	378	00
NAME OF TAXABLE PARTY.	1905		28150	7460	2454	41	179	412	693	42	185	27	17
		F	13800	4906	5428	*370 *115	1796	3958	3634	3421	751	366	
	1906	MF	33215	8802	7674	387	1919	1413	1135	3885	148	399	named and
	- 128 Y 188	F	16793	5955	6499	124	550	1841	1435	148	931	37	road) all
	1907	MF	36338	9618	7818	415	1912	6443	4631	4012	1082	409	on an 19
	1908	ME	18691	0500	6636	152	570	2682	1672	163	278	38	DE PORT
- 100	15	nr.	38/51	11333	6362	437	1734	7511	5072	4608	1212	482	•
7. 8	*0*0	F	19451	7663	5425	173	496	3251	2018	69	303	55	
	1969	MF	42796	13297	5455	494	1802	9459	5234	5133	1403	521	
	1970	ME	21097 45536	13666	*4650	104	547	4064	2091	271	387	91	
		F	21990	9318	4650	523 208	1860	9695 4060	6220	5805	1503	532	283
					- 120	4		4000	2409	269	423	84	20
APAN7	1959		665537	98093	70396	10708	67977	230198	27028	91539		28523	2049
	1905	ME	125744	30484	26998	6292	1,545	4 42005	2341	518	9004	465	92
	1,00	F	263994	154400 87694	86268	20542	4111	485351	39169	197140	52877	40399	16077
7	1968	MF	1058223		160718	13773 38828	4 1 1	4 89597	4078		14525	1538	5469
595		F	479900	137870	99228	27048	4.11	160899	43611		57465	51669	73314
801	1969		1769798	242603	172989	43701	4 * * *	767860	5829 45518	343986	21986	2772 54993	37102
44	1970	ME	504547		108558	29699	4' 1 '	4165891	6013	The second secon	24503	3184	18405
201			1819323	239768	178406	45441	4111	784433	47511	332636	62784	56258	72086
BAP		F	512759		112554	30640	4.,,	4163002	6136	2822	25587	3496	23069
							Qal	YEES	8885	330		4981	
			9 60 K								1 1		
	4		12 90	2.92			上尺板 安徽中				35 - 411	0761	
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Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieu	Sciences médicales		Non spécifié
JORDAN	1960		982	202	891	27-5	1000	- N-	10194	20.0		91	東京東本東京
	1966	F	4409	904	2009		7.5	821	282	142	126	125	
	1900	FOR	1197	247	630	0.00	10-	132	70	E	118	-	-
	1967	MF	3420	747	1023	0.00	of the	1078	323	14	174	61	
	A Part of the Market	FSA	919	925	1105	100	1 1 2 1	146	444	22	136	27	-
	1968	F	1046	308	261	F2.	68	232	119	50,000	126		-
1,12	1969	ME		842	1515	34.5	-	1453	454	55	144	CONT.	
		F 28	1177	287	386	1.50	98*	257	136	00-1	111	9855	
	1970	ME		1054	1375	01		1423	174	20.00	153	00100	
		FRE	1349	421	328			213					
9	1965	ме	5904	1029	1094	465	473	263	436	1699	447	early -	AND THE
KHMER REP.	1965		5874	963	942	488	447	241	491	1740	546	36	
	1967		7452	1220	1004	614	620	275	945 868	2175	535 693	124	-
	1968		8525	1093	1542	607	917	279 282	1115	2285	789	119	
	1969		9228	1490	1254	719	1526	256	1361	1292	1213	117	2 1 2
	1971		90425	1758	1574	674	1958	278	1489	96	1715 383	112	1
		F	2215	353	462	265	220	55	369	104	343	Higher -	
		F	24400	274//	4128	4292	18060	33810	11486	19344	11751	7727	1766
KOREA, REP.	1965	MF	136008	23644	12339	7567	6789	27135	12495	26929	12256	14452	V I Territoria
	1,00	F	35361	9128	5514	4841	320	2857	6327	35132	5207	908	•
	1967		170941	21826	19164	7207 6878	7007 6034	35027 29321	12956	42251	14772	13426	
	1968	MF	43505	19746	10658	5040	306	4098	6572	665	7079	1076	
SAL PARTY	1970		201436	19686	27932	7746	6006	36821	17090	49784	9771	17039 955	ALEYSJAM
10.0		F	48863	0530	14502	5575	256	3668	7252		7111	Verify !-	
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KUWAJT	1966	M F	176	125				30	21	the break			
10	1967		886	399	31.05	•	56	293	138	1		TOXEL	
		F	416	234	107		16	118 550	210				
	1968		1019	490 353	148	986	23	136	73	- 00	-0	DX DAY	
	1969	ME	733 2314	544	581	11.50	138	772	279	thu • a			
	1,,	F	1064	345	315	•	37	261 918	106		-	200	- 100
	1970	MF	5096	569	581	Len	171			1467	10.00	1981	120141
		F	1300	375	375	- 2w-1	50	358	142	V Carl	dayla (Br	0010	
		-							0.0001	- 1 (m) F	69	William .	
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	1966	F	235	2790	2		28		A LANGE AT	23.1	145	Wilders-	4879135
	1967	METS	360	1283894	38	85.0	177	111	\$2. at	1.4	45		
		F4-53		3434	31	C.	213			•	163	-	
	1968	F	407	12/0	7	•	15	111	11.00	10.0	205	BOUR E	SERIER LINE
	1969	MF	420		42	100 m	173	•••	Parel				
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1900 MP 38-319 10/66 1350 823 3794 10514 2170 788 1243 279 4 ***SARAVAR*** ***FRANCE SARAVAR*** ***PALAYSIA*** ***PALAYSIA*** ***PALAYSIA** ***PALAYSI		e is line.	WF FE	7208	3356	1127	166	533	866	300	1	305	17	441
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#ILIPPINES 1900 NF 261951 34551 47531 3718 11138 102144 24343 34652 3874 F 13478 17161 59862 1162 1812 49221 1798 23392 350 F 253806 39123 135244 1280 1458 50669 51704 22176 3297 853 1906 MF 492052 80947 188806 5427 12414 128321 57177 21892 3285 1438 F 26816 42238 145005 1083 1508 54545 2050 17355 287 604 F 297296 55399 150055 1210 1744 64179 52985 22512 3279 1101 1908 MF 565055 107031 105002 6657 15195 171525 57191 23488 3340 1500 F 313778 62468 132575 1453 1762 85815 2975 18697 352 768 F 573094 109034 109034 146631 6506 15624 192202 59524 24947 3445 1518	19	1				1,54		10						
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Country	Year	Sex	Total	Humanities	Education	Fine arts	11 Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
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9 37- A	6.5	F-88	118	90	0.0+1	3496	0.05	28	35.	1. 1.8 • 19			
	1900		3825	1121	156	74-47	1407	453	199	377	34	78	
	1907	MESS	4001	1424	259	2000	1775	19 599	231	412	76	85	
	2.0	F855	189	122	30	4.9.65		37	6 P W.	27. +ac			•
	1968	METRO	5419	1474	369	94.95	1767	777	554	294	89	95	** * - •
	Maria.	F5.04	294	157	60	1972	55/4	77	507b	1.03m2E		-	-
* -3	1909	MEDEE		1721	578	TX \$27	2052	1037	855	397	500	102	
	1970	FCSS	8492	2055	91	TELL	2373	114	615	916	176	161	
	1970	FORT	691	249	210	WH 12	52	180	64 =	46985		-	
SINGAPORE	1400	MESS	13184	1403	4921	701	314	1523	1686	1569	1013	DONE .	54
Salar All S		F	4050	538	2879	26	53	1330	1682	1816	259 975	éava -	66
	1907	M F	13005	1437	2821	697	310	778	472	15	248	-	
	1908		12447	131713	5097	771	353	131390	1852	2193	973	5.077	105
6 kul	-0.6	F	3939	13713 13715	1902	29	368	13 1 3 9 0 13 4 0 5 13 1 3 7	1776	3579	255 893	1087	125
	1969		12059	3865	1354	353	98	420	538	123	228		4
		F MF	13771	132115	2107	785	359	13 1 3 0 9	1587	4544	843	9986 .	122
				13,018	1757	66	120	13587	559	237	223		
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		4201	à.	46.64	150	2862	40	964	627	242	949	20	398
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	1906	F MF	14462	510902	5		72	5	827	571	1646	153	251
-	1907		14287	1,0829	5		93	51 1 1	968	616	1601	180	DEN SEVINGE
	* 0 = V	F	5759	54952	5" " "		35 87	5' ' '	1056	658	1470	199	
	1908	F	12686	59216 54551	5		32	5' ' '	315	25	451	33	
	1969		11059	50291	5	•	109	5' ' '	1166	561	1510	222	
		Form	5024	4055	•••	•	40		364	28	777		
	19/0	MF	12525	50675	5		132	5	1282	577	1412	247	200
	911116	-	5534	4242	5	•	69	111	407	31	527	58	Silver .
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SYRIA	1960	MF	14570	4133	258	•	6117	1271	1121	524	893 263	53	
		F	2473	1159	299	254	9988	182 2597	148 2248	1375	1371	554	
	1965	MF	32653	15967	94	88	1053	574	355	86	344	13	-
	1966	MF	32127	15769	318	254	8739	2685	2332	1816	1720	10	
	170	F	5416	2860	74	246	7984	579 5250	364	2022	2050	657	
	1907	MF	33027	11447	302	66	861	856	472	95	525	18	
	1968		35005	12452	441	266	6995	6191	3526	2176	2129	829	
					109	59	730	967	565	90	317	44	
	1969	F	5932 37540	3051 12700	321	498	6866	6256	4712	2827	2404	956	•
	1707	F	6481	3431	78	99	774	836	746	4290	372 3779	1810	
	19/0		40557	15282	260	117	5804	6141 885	4517 721	181	670	136	
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		F	12236	1261	2835	149	429	4842	1695	2292	1757	403 2515	1702
	1907	MF	38204	2189	6218	849	3177 427	12522 5846	733	43	2445	585	-
		F	15531	1867 2565	7547	151 867	3422	12391	1895	3075	5580	2732	1774
	1908	F	17566	2173	4040	159	529	6212	842	4264	2º37 6726	623 2986	872
	1969	MF	45/63	3140	7141	864	3756	13783	992	83	3436	623	
		F.	19258	2646	4060	159	698						
			100	2222	15670	879	3668	14802	2889	4645	6347	3626	1653
	19/11	MF	55315	3130	13010	017	725	7137	1250	75	3242	805	

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles		Sciences médicales		Non spécifié
TURKEY	1960	MF	65297	6574	5893	1274	14631	18720	3205	7565	5665	3772	Taxas • 100
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	1966	MF	111/91	10656	8531	1231	14847	34724	6546	19115	11498	4643	
		F	23478	4361	2989	441	3875	4987	1612	1340	3394	479	
	1967	MF	125047	11523	7890 3108	1268	14394	39802 5161	8911 1910	1781	12737 3790	4564	
	1968	MF	143279	11861	8009	1410	16096	42318	10808		16076	4118	
		F	26/87	4913	5145	528	2972	5518	2169	2180	4985	377	
	1909		160334	11407	8934	1582	15897	48732	12225		18802	4335	
	1970	F MF	169793	12199	3680 9310	1761	14557	6168 48477	2164 9565	2765 47139	6255	371 4681	
		F	32034	4163	3531	626	2746	7140	2221	3331	7901	375	•
UTET-NAM	1960	ME	42443	DARC	975	740	2359	335	3160	389	1906	00111	
REP. OF	1900	F	12443	704	215	339	255	20	328	9	557	9	4440
	1965		28410	8221	998	608	6336	1993	5385	545	4207	319	•
201		F	6834 32642	2585 8197	250	51	1125 8871	409	6192	350	1526	385	
100	1966	F	8127	2540	1410 392	1102	2043	1699	1059	330	1782	37	
	1907		34/26	9385	1532	732	9367	1788	6985	367	4191	381	
	1908	F	9311 39558	11293	1562	50 791	11509	1637	1267 7750	439	1569	38 392	
		F	10547	4033	540	44	2288	335	1745	5814	1520	43	
	1969		48126	15321	2023	917	13673	3368	7735	519	4037	535	•
		F	13981	6016	852	64	2595	821	1934	4	1644	51	SARRO SA
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- Full-time students only.
- 2. Fine arts are included under "not specified"; social sciences refer to commerce only; other social sciences and natural sciences are included with humanities.
- 3. From 1967 the numbers given include a certain number 3. of non-university institutions which were not previously counted in statistics of higher education; therefore data for 1960-1966 are not strictly comparable with the 1967-1970 data.
- 4. Social sciences and law are counted together.
- 5. Education and social sciences are included with
- Data refer to universities and higher teacher training.
- From 1968, data include correspondence courses: 134,000 students in 1970.
- 8. From 1967 data refer to the east bank only.
- 9. Economics are included with law.
- 10. Social sciences are included with humanities.
- Data refer to colleges of arts and sciences at the intermediate level for which the distribution by field of study is not available.
- 12. Data refer to private education which represents more than 90% of total involvement. Natural sciences are included with humanities.
- 13. Social sciences at the University of Singapore are included with humanities.
- 14. Important organizational changes took place in 1966: the old system of part-time studies (extra mural courses) was gradually discontinued until it disappeared in 1967; therefore the figures for the period 1966-1970 are not strictly comparable with those for previous years.

- 1. Etudiants inscrits à plein temps seulement.
- Les beaux arts sont classés sous la rubrique "non specifié"; les sciences sociales ne comprennent que le commerce, les autres sciences sociales ainsi que les sciences exactes et naturelles étant classées avec les lettres.
- 3. A partir de 1967 les chiffres tiennent compte d'un certain nombre d'établissements non universitaires qui n'étaient pas comptés auparavant dans les statistiques de l'enseignement supérieur; de ce fait la série 1960-1966 n'est pas strictement comparable à la série 1967-1970.
- 4. Les sciences sociales et le droit sont classés ensemble.
- L'éducation et les sciences sociales sont classées avec les lettres.
- Les chiffres se réfèrent aux universités et à l'enseignement normal supérieur.
- A partir de 1968 les données comprennent les cours par correspondance: 134,000 étudiants en 1970.
- A partir de 1967 les données se réfèrent à la rive orientale seulement.
- 9. Le droit comprend les sciences économiques.
- 10. Les sciences sociales sont classées avec les lettres.
- 11. Les données se réfèrent aux collèges de lettres et de sciences de niveau intermédiaire pour lesquels la répartition par branches d'études n'est pas disponible.
- 12. Les données se réfèrent à l'enseignement privé qui représente plus de 90% de l'effectif total. Les sciences exactes et naturelles sont classées avec les lettres.
- 13. Les sciences sociales de l'université de Singapour sont classées avec les lettres.
- 14. Des changements importants dans l'organisation de l'enseignement supérieur ont eu lieu en 1966: l'ancien système d'études à temps partiel (extra mural courses) a été supprimé progressivement jusqu'à sa disparition en 1967; de ce fait, les données pour la période 1966-1970 ne sont pas strictement comparables à celles des années antérieures.

Table/Tableau 4.3 Distribution of graduates by field of study Répartition des diplômes par branches d'études

Country 64 801	Year Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays Hall a	Année Sexe		Lettres =	sed page 8	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	médicales	STR2	Non spécifié
	man eranos a	asmovil us	TATEL SEA	REMEDIA	23 (89) 5 at	13637	300 an 94	aditioni a	Total Page	William Strain	TOPE BOTT	- 20
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	1968 MF	1164 2512	470	726 1053	29	•	135	48	4	12	Tol winds	11
	F	1158	217	729	10		131	213 55	375	85 14		•
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	f	1479	195	1013	14	•	166	53	11	27	•	•
INDIA	1960 MF	179038	1,10710	19136	191	7162	18141	1	8000	5270	4196	232
	1964 MF	36477	27415	5789	133	185	1915	1.11	19	983	24	14
	F	57453	119024 37236	8922	1186	304	22348 305		10253	5759	7211	:
	1905 MF	262474	119913	50205	1015	9110	23925	8722 48863	33 13565	1408 8605	7275	
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	1909 MF	11/69	2667	592	292	232	3001	1573	1469	1255	688	•
	1970 MF	17150	1198	159 634	71 570	340	720	368	26	438	50	
	F	4698	1663	156	176	46	3633 874	632	3129 200	1724	766 50	
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Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	- Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences	etrick	Non spécifié
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	1966	ME	2149	121	111	78 113	323	35 258	268	132	203	34	32 6
		F	708	215	141	107	27	58	65	6	85	4	
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Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	sciences	Agri- culture	Not specified
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		F	1408	195	820	2	14	129	184	5	58	1	4.0
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	1905	MF	2464	495	155	57	679	415	125	249	202	109	2
			440	100	43	10	65	93 399	17	17	82 289	106	
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	1967	ME	3474	1138	175	45	815	494	142	320	261	86	740.
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	1906	MF	6910	266	1594	206	752 63	1664 795	167	7	559	147	-
	1907		2/36	224 337	1521	279	513	1613	266	544	1239	738	313
	1707	F	7563 3086	307	775	56	24	905	124	13	1454	193	366
	1969	MF 1	0023	513	2145	217	994	1488	267	775	931	101	330
		F	4022	471	1161	355	973	3105	454	877	1860	630	369
	1970	MF 1	5087	765 643	1707	77	138	1687	251	17	1026	141	•

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays (chapter)	Année	Sexe		Lettres (No. 16 Co.)		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Aqolin	Non spécifié
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TURKEY	196	0 MF	6838	236	906	187	781	2094	245	1096	792		Almana eus
		F	1357	116	234	40	128	460	6.5	44	193	Cav 79	
	- 196	5 MF	10011	923	2457	164	816	2972	421	1129	1084	639	
	5 (4-)	F	2484	406	864	45	157	387	1.44	81	339	63	
04	196	6 MF	12/27	1041	5110	192	1059	3283	830	1281	1108	817	
		F	2829	494	1035	65	186	464	134	92	354	89	
	196	7 MF	13877	1220	3342	200	979	3046	1460	1402	1375	847	
		F	3128	543	1057	71	183	411	161	127	475	100	•
	190	8 MF	16554	1268	1392	197	1323	5003	2356	2083	1707	1025	-
		F	3068	514	610	72	222	663	200	162	519	106	
	196	9 MF	203/1	1439	2414	216	2037	6171	3152	2348	1956	638	
		F	3095	552	966	90	309	726	205	203	582	64	
	197	O MF	22056	1908	2691	182	1975	7408	2081	3797	2134	680	BRURNE
	100	F	4416	597	975	78	390	1008	301	340	694	33	
-	- E-1					64	4			2768		BOVE -	
			3					Ver.	OFF.				
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0.8	196	6 MF	1835	240	297	51	328	235	128	84	412	*80	
		E.	391	53	70	5	57	30	24	1500	154		
	196	7 ME	2358	249	533	44	470	275	155	83	453	96	
		F	582	78	180	5	80	42	34		151	12	
-	190	B MF	2648	294	563	75	480	293	211	80	579	75	-0
	0.1	FSS	082	90	209	8	84	44	44	E#ice	193	Q 4 5	
						AT		0.53	897	SOAF	4		
	- 2						100		234	3455	9.0	WANT.	

- 1. Natural sciences are included with humanities.
- Public universities only: the number of students enrolled represents 50% of total enrolment.
- 3. Architecture is included with engineering.
- Education and social sciences are included with humanities.
- 5. Universities and equivalent institutions only.
- 6. Social sciences and law are counted together.
- 7. From 1967 data refer to the east bank only.
- 8. Social sciences are included with humanities.
- 9. Fine arts are included with humanities.

- Les sciences exactes et naturelles sont classées avec les lettres.
- Universités publiques seulement: les effectifs inscrits représentent 50% de l'effectif total.
- 3. L'architecture est classée avec les sciences de l'ingénieur.
- L'éducation et les sciences sociales sont classées avec les lettres.
- 5. Universités et établissements équivalents seulement.
- 6. Les sciences sociales et le droit sont classés ensemble.
- A partir de 1967 les données se réfèrent à la rive orientale seulement.
- 8. Les sciences sociales sont classées avec les lettres.
- 9. Les beaux-arts sont classés avec les lettres.

Table/Tableau 4.4 Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu

A — Diplomas not equivalent to a first university degree/Diplômes n'équivalent pas à un premier grade universitaire
 B — First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents

 $C-Post-graduate\ university\ degrees\ or\ equivalent\ qualifications/Grades\ universitaires\ supérieurs\ ou\ diplômes\ équivalents$

Country	Year	3635		Total number of gra	aduates	12305		Female graduate	s 4 da a Rasson
Pays	Année	2964		Nombre total des d			The same	Diplômés du sex	
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	1908		107	571			15	107	V Control
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HONG KONG	1961	0A	971	29.5	85	40.5	1.1	362	'26
	1965	35	529	750	69	88			
	1906	de .	1350	1002	134		736	390	38
	1968	8.2	1407	970	155		760	353	45
	1969	BC	2226	1073	170				***
	1970		2056	1223	191		1006	405	68
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	1967	4 1007	-1	3029	778	200		William Co.	164
	1908	**	•	3664	754 916			1327	196
	1969	4		4147	1760			1998	732
-	1970			7.5		-			
		A STATE OF	The second second second		3553		21363	16545	240
JAPAN	1960	181	51225 57408	120254	8344		42817	30345	637
6	1906	CAC	77978	180194	9715		60845	31941	603
7	1968	1977	106858	197833	11827	1565	85741	33994	740
	1969	2921	119335	221015	12295	FYG?	96439	49204	947
7 70	1970	000	122762	242847	12567		1002.2	MOVE	
A.F	558	445		10 00	28	4054		07.61	
JORDAN ³	1902		526				148	11	:
and the same of th	1965		564	59			319	20	
	1966		1205	103			161	72	7
	1967		616 598	539	39		122		
	1968		662	590	20		178	128	5 2
	1909			623	51		192	149	

Country	Year Année			otal number of gr ombre total des d				Female graduate Diplômés du sex	
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OREA, KEP. O	1901		1874	10639	1376		5635	5310	146
	1966		12139	26974	1295		4963	7531	100
	1968		12661	25649	1887		6719	5652	199
	1969		10102	25565	1977		5478	6825	253
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	1967		58	23			16	25307	992 *
	1969		91	24			20	3	A04
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ERANON	1961		93	1344	105		3:1	304	19
	1906		401 448	1585	118	10 000	244	304	31
	1907		335	1964	253		244	501	43
	1968		382	2619	254	NET TO	246	776	48
	1909		364	3655	410		252	110	115
SABAWAK	1965		108				40		
200	1966	101	79	- 20			35	CONT	ARES - 416
1.14	1907		80	-100	20		37	2007 -	-
	1908		163	F 300	t	2025	56	1041	-
	1970		205	1	_	4772	82 58	V097	
								0797	
WEST	1905		2122	674			656	237	
MALAYSIA	1966		3785 4935	1019	det .		1202	330	MO
ATREST -	1908		5104	1373	33		2023	359	8 9
	1909		1/81	1932	45		614	620	16
	1970		2153	2369	37		674	777	12
EPAL	1909	DES PRES NO	928	F4 493				2741	X1538ad
office and	A A I		760	539	324		129	84	28
PAKISTAN	1969		1919	35815	7397		102	8668	1819
NATI I DOI NEC			AVESTICAL SELECTION	NA 10-7-10-1-70					
HILIPPINES	1962		18431	47028 54874	308			004111	1111
	1906		14087	87410	720		10170	51223	377
	1907	400	11830	80164	1015		6764	49275	506
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	1969		1378	2135	35	291221	666	732	7
	1970		1381	2308	57		445	855	14
	,							8081	- FWAVE
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Country				t ye ama amu	Total number of				Female graduates	
Pays		Année			Nombre total des				Diplômés du sexe	
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		1968		•	4317				1955	
	1000	1909		TUKS	5844			•	1718	
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SYRIA	22.2	1901		77	1545	177		77	273	31
0110		1905	- 1	55	2250	155		55	342	43
		1966		49	2996	147		49	473	35
		1907		78	3223	173		78	535	49
	100	1968	4	109	3261	251		109	571	63
	7 1	1969		126	2540	197		126	455	53
		19/0	11/4	299	2942	163		299	482	53
	551		žs.		19					
THAIL	AND	1961	. 10	1227	333/	105	**	111	***	
	1011075	1900		1092	4829	389		757	1823	156
		1907		1/15	5175	475	and the same	759	2090	237
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	100	1970		1803	9806	935		887	4408	392
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	-	1968		470	2026	152		200	474	8
	416	1,00		TABLE			1000			

- Public universities only: the number of students enrolled represents 50% of total enrolment.
- 2. Universities and equivalent institutions only.
- 3. From 1967 data refer to the east bank only.
- Universités publiques seulement: les effectifs inscrits représentent 50% de l'effectif total.
- 2. Universités et établissements équivalents seulement.
- A partir de 1967 les données se réfèrent à la rive orientale seulement.

Table/Tableau 4.5 Distribution of graduates by level of degree or diploma and by field of study

Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
- B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	e)	iveau	Total	 Humanities 	Education	Fine arts	Law		Social sciences	Natural sciences	Engineering	Medical Agriculture sciences	Not specif
Pays	Année	Sex/Sexe	Level/Niveau	7550a 7550a 2066a	Lettres		Beaux arts	Droit		Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Non spéci
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			C	411	62	58		93		43	23	32	72 28	•
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			C	3429	1990	218	41	1336		17719 289	9806 869	415	488 231	
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			100									•	•	No.

Country	Year	iveau	Total	Humanities		Fine arts	Law (0.0)	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe Level/Niveau	ciences de Si m especiale	Lettres	komus setatos	Beaux arts	Droit masti	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Annie	Non spécifié
		n E A	971	13	958			1					
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		MF_A	2056	8	1422	•		172	10- 20 246	1034	118	AOVE	:
85	0.6	B C	1223	363	117-	1=	-94	15	11	11	5		
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			c			•	-		No.	•	Test year		-	59
		F	A	10E	-		-		-230T	***	-152	4,411	90.61	
			B 413	204	99018	÷	8	2	98	26	134	55		:
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			B 2536		340	30	347	459		202	199	287	90	28
	100		Α .		30€				450		*1901	1.4		
			B /65		129	30	38	201	8	44	16	113	4	•
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I SRAEL ⁵	1900	MF	Α .							_		A575	. 1993	
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	1905	MF	A 213	570	2047 2001			Val.		-		A ain	3597	•
			C >6		FRE -55.492		197	15			391	40	33	•
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4			C /32		0.44	28	74	466	77.0	48	10	35	7 7	
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PAPAN	1900	MF	A 31225		2571	965	296	18407		58	2651	142	573	
	185		B 120254		10068	1934	13742	39472	32	25	16339	6853	6119	260
	-							460	, ,	75	492	491	225	
			A 21363 B 16545		4950	1047	56 299	13368		58	34	142	70	1.9
			C 240		10	-13		2565		39	30	1862	61	•
	1900			11524	>486	1889	428	31327		79				264
	AFA .		B 181585	21937	15627	3369	16403	65884	54		5612	167 7834	632 8507	2381
	8.5			17 5	221	137	277	973	111	90	2454		491	•
400			A 42817 B 30345		1392	165/	170	25050		79	165	167	83	17
-	25		C 637	229	53	2061	510	5232		13	140	2609 71	251 18	290
	61970	MF	A 122/62	22327	19632	5602		54965		78	12841	2208	1476	3633
			B 242847		18993	175		108917	720	9	48481	10141	9072	2633
		F	100272		19214		•••				4481	1755	895	2019
			49204	19002	9908	5195 3604	:::	48785 10086		70	358 245	1951	221 486	728
			947	334										

Country 1811	Year	Ke	liveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Se	Level/Niveau	Alerton de S Ngilniaur n	Lettres	relation	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	which	Non spécifié
	1902	мF	A	526	74.8	507			21-85		1.64	(8-30	19	308 4 683
	0.0	F	A	564	30	474	10005	CINE I	117110	7-855	27 4694	1844		62
	1905										13-600	-	2007 - 5	
19.	91		C	59.83	39	450-081	10104	- 100 - 100	15	126 - 65	3117961	1847		•
		F	A	148	10.27	122	12.		101	•87	1,007		•	26
			B	11115	9	3344	• 10	-10	2	•67	•145	180.15		:
H	719/0	10 E	C	125	£7795	564	1.95	-17	76	- 1	32	55		-
,									340	75	1.04000	15.00	WW. 2 - 1	
4			C	31	208	31	388.61	44.80	-475	51- VAC	SAMEGRE		71.0	
		E	A	192	2-67	145	- 10	-	8	•444	- 527	39		
			В	149	61	-2	• 0	• *	68		-200	14.11	100	
			C	2	1000	331200	1.64	1.02	0<77	240.00	1.012	727	7.	180
									415	140	13		10	KIRVARK
KOREA, REP	. OF 1961	MF	A	16039	318 2851	500	398	97 2318	4835	1223	1496	2165	847	35
			C	028	238	17	4	102	94	31	13	86	8	
W.	1905		A	11365	680	350/	624		1648	1259	1703	785 1945	1161	
			C	1478	252	31	25	1833	389	115	161	269	63	
	-		# 1				496		734	1259	133	666	95	
			В	5635	1333	1011	703	60	663	639	55	716	130	
A			C	126	45	4	12	3	9	24	4	20	•	
	1970	i fil	F A	12007	79	5260	498		321	377 2300	2619	1409	1444 2530	
	- 19		BC	27960	214	303	1191	1299	635	115	148	394	101	•
	4		M . I	3.9			424		151	335	76	1344	10	
			A	6825	1422	1514	845	99	609	1269	57	792	215	1200
	0.2		C	253	32	78	38	1	14	28	250	- 1		
			-	- 62		321						9		
KUWAIT	1970		F A	335	69	11		22	105	33	• 050	A . 13		
, A.			Ç	5	2015	19900	•	**	• 50	>	•165	3.		
		F	A	8	1	>			3	15-	ters	A BIS	0592	Contract Contract
9.6			B	181 425	49	72905		7	38	1.0548	- 4063	8.		
2			C	185	# 000 9 f	3				41				
LAOS 6	FCADA		e	13 15	100	51-08		• 4	• 424	•	1.250	13		
	196		В	18	2-90?	1.05		18	***	-105	• 0	7.		
			C	•	-5	-3						29		
	197	M		76	1-075	20		18	65	→ 254	-HSY		A084	2.481
			B C			- 90	•68	* 1.x p	- 63	-802 245		- 5	-	
*		F	A		15	11		1	***	4.007		7		- :
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2	157				7569 7527									
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	-		40		209	645	5.5							
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	Year	axe.	Level/Niveau	Total	Humanities	Education	Fine arts	Law	Social sciences	sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays and mold	Année	Sex/Sexe	Level/h	projection of the control of the con	Lettres sympo		Beaux arts	Droit some	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	ONSTRUM	Non spécifié
LEBANON	P+1961	MF	A	93-	• 11	20 -			-104	•	• 050	73	2041 ·	-1.
Så				152	228 31	2/	15	242	47	135	160	244	46	3.
													26-127	•
	1965	MF	A B 1	401 549	37	48	14	407	166	108	99	133	19	•
45				105	42	•		17-	6 35	11	5897	2	22	-:
		F	A	244	16	70	61			21 0	21 77	43		
	A V. 1		В	504	89	35	11 .	81	35	28	1774	25		
			C	1956	16-	• 0.7		1	*206	2	.577	April 1	0/61 ·	
-	1969	MF		364	21	*1650AE		704	79-	44805	2550	55		
			C	418	1569	275	97	391	10	16	125	146	26 39	
				252									3,	
	* 4010		A B	176	19 390	*150 11>	20	48	99	63	11875	53 36	4	:
			C	115	51	56	•	5	. 1	1	918/3	2	2	
MALAYSIA	0.8			2.5	140	840	1.0	. 100	- 47	1872	10/61	A. 31	HAVE TO .	
SABAWAK	1905	MF	A	108	1 285	108 2554	*8765	375 56		A	20000	2 S.	15	284 766
			C		31	4.0	-502		30	4367	850	0.	:	:
	1101	F	8 T	40126		8461		95.5			504 F	A 9/1	2041	
	La Company		В	- POT	. esar	- 025	175	• 0 C R	- 45 mg	4565	\$ #BEES!		-	
			C	•							3.0		0.5	- 8
	1970	MF	A	206	9257	206	• 0.6	502	- 1505	0.00	50.00			124
			6	-4	3 45		-2	12.	1 5 M	45.5	17055	0*	:	
	33.83		038	WP 65	Ner-	321	•	842			•			1.5
	08.05	F	A	58 1646	23.00	582986	• 9957	- : - :	205V -	. 5032	TUUS!		0144	
	\$0.0°		C	- 447	- 1447	650	.86	11000	300-608	411-717	20.0202		6.0	•
	279		45.7	0.5	555	127		424	Yest	23 00	BYAC	17	3.5	
WEST	1905	ME	A 31	22	40SE	1932	• 4	0.645	" STEL	-55A			- 1	
MALAYSIA			B* (74	342	115		36.0	140.08	159	154		36 25	
			С	•	1			•	•	•	-	-		•
		F	0	56	33.0	*645	• \$5		120 - POT	24.90	1122	Za in	07.61	TLAN
			C	37	129	74			111	32	2	0.		•
	4.0.40												•	
	1970			53	840	1438	16	•	207	15-94	239	-	195	58
			C	37	13	385			362	10	79	94	53	
1100		F	A	080	1	539	9_						2000	9-11
		110	В	77	365	221	N. ST.		90	108	20	14	22	755
			C	6	3	•	• *		2-	371	•	19.	11.	
NEPAL ⁹	=					930	16		1242.05	50.0	76.56	145 48		
BEFAL	1969	MF		28	198	25 31	111		266	210		100		•
			С .	524	244	49	111	40	97 - 2	173		9-		
	1750	F		29	100	3				99.W	501277	167 1	452	265
	-		В	84	40	5	111		8	18			277°	236
		10	С	28	27	1	.,,				242	149-	49.	•
AVICHAN	4040													
PAKISTAN	1969	1	358	15	364 20084	4174		1927	205	•		7.	1350	
			73	97	5038	370	16	1823	2889 246	1477	1169	930	188	X/5
		F	2220		95							56	100	2433
		E	86	68	5607	1698		14	243	902	446	750	200	:
			18			68	5	•	20	479	35.0	16	22	7860
					India's									

000	Year Année	Sex/Sexe Level/Niveau	Engelatoria	Humanities Lettres	econsta	Fine arts Beaux arts	Law	Social sciences Sciences	Natural sciences Sciences	Engineering Sciences de	Medical sciences	Agriculture	Not specifie
Pays or note		Sex/	Pingénieur	je zalbeni esikulite			J.O.	sociales	exactes et naturelles	l'ingénieur	médicales		Non specific
MILIPPIN	Fc 196	2 MF A	14412	749	6384	58		4141	31	834	1897	009/118	AAAAJ TARE
	à	- C	47028 308	3471	117	585	2266	10781	742	2926	4586	908	
	- 10			435	6338	48	17	4371	58	1376		2091 94	
100	04 196	6 MF A	14087	5487	45881	566	1398	13431	2692	5127	5427	.407	
391	-	- C	120	112	294	3	6	165	70	19	51		7 - 5 to •
-	4 1997	F A	10170	123	5398	54	5	3204	30	39	1330	7	•
4.		B	51223	70	35135	176	167	6991 70	1407	433	3961	174	
									35	1430	1089	Ugur 32	
	190	B MF A	10/61	409 5238	42730	650	1164	7615	1717	4232	3137	1154	-
		c	1061	290	180	1	8	264	56	14	25	59	158
76	A 1971	F A	8334	217	89	10	2	6876	21	52	1062	5	
M. I.		В	50/16	2570	3502/	169	125	9275	827	250	2360	113	106
9.	-	C	034	207	121						7.5		
	074 404	0 45 4	441fg	5976			196	roof,	235	10 to	1000	1045 77	ATTYS
SAUDI ARA	BIN 170	O MF A	1102	35	-1001	652	75		45.9	2401	1800		XX4
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D-	190	5 MF A			•				20		7		
		- B	524	127	43		281	46	-	75	9 1	•	
										- 10	A. de	1905	
60	901	F A	171945	5	5.812	1250	1/57		2.00	3472	4.	1	•
*	-	C	-	-	•		•	- CEP			•	•	Brief St
-	197	O MF A	ri _e		-	1987				red.	15	16	
-		В	821	208	86	3760	323 12	79	60	34	0		
9		C	12							295	4.124	OTERT.	
100		F A	4/100	S.San	7 524	1844	1000	2	858	29.47			
-	811	B	27	16				001		-21	200	•	
		0.00	67%							4.65	ASIM		
SINGAPORE	190	T MF A	818	2500	747	**	1312	70	219	71	201		
		- E	857	270	136		22	-	7		2	•	
		C	12	2		X S	1001	1.602	1024	73557	A Section	rour 1.	RRATIONA
5	212	FRVA	224	85	381	nee.	40	705	4301	3645	21		
97		CEC	5	ำ	17	-	1	•	1	407			
	475 190	5 ME 5	1402	1145	1044	2.6%	217	42	11	191	173	3	:
445	0.12	E-O B	7544	285	147	516	75	230	383	368	2 3		-
	20	2 8 C	17	4					4	2	my to go	satter 574	
2	10	- A	545	50	479 80	2	15	10	82	2241	38	(mas) . 🛎	•
8	Z.A.	41B	567 6 191	104	NA KAPIRA		A. 11/4	A STATE OF THE STA	3	-		orize the	102
192				र व्यक्ति ।	654	21	645	Yat	We want	638		1970	68
22.1	171	Q MF A	1381	458	259	12	79	557	649	112	178	:	gentlenet.
	108 har		57	5	3	•	6						MAC
- 2	OF West	FARA	445	STROKE WILL	414	3	12	167	204	28	56	ī	
2	O.S. Wood	B	853	229	179	3	12	2	3	595	5	medical.	-

Country	Year Year	e	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe Level/Niveau	Scorpes de Confliction	Lettres	: swisiness	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	atioA.	Non spécifié
									×				
SRI LANKA	1960		0.50	340	TATA		8	036	138	30		1077 723	BRITHER
100		B C	639	359		2,05.5	8 8 8	482,4505	138	30	88	4	12
		MF A	3058	2404	* Y C A	1.00	25	75	208	86		0045 -	
	100.	C	3030	2404	TEAL P	2167	10		208	*5	220	40	•
		F.A	- Sec.	3.	- Tensa			335.0	1257	2*170+			
		В	823	682		*67	4	16		dsare	67	4	-
		n a C	N. Salar	1	4/7	THE STATE OF		13.0	81	716	2 .	-	
	1969		1659	• 1	2003		•	100	4.700	*****	12.4	1097	
	AREE	B ₈	3844	2781	131 5 70 5		58	44.62.24	324	506	307	37	
		ES C			237	-	•	7881	2.62	Tour	9 .	3.0	Y
		F A R8		2.	0.75A	•	10.7	•8	2.75	255	A5.1-1		
307	213	P°	1718	1456	28	1,651	1101	135066	109	4me		6	
1		A.40.7	- N 201				ALE S	(M) Sep T	203	B 67-24	3 .		
SYRIA	1901	ME A	77								77		ALE SE
31440	1701	В	1545	452	74		652	156	94	30	89	nevi wim	IANA (1954)
		C	177	•	177					A.	0 .	-	*
		F. A	77				-				77	eave .	
		₹ B	273	121	33	284	58	31	22	3	5	SOXY .	
		С	31	•	31			•			5 .		•
	1905	ME A	55								5.5		-
		B	2256	495	155	37	679	415	125	249	147	109	
	*		153		153		•	•			3 -	•	
	1000	F A	55		- 1		•					UN 82 .	•
	47	_ B	43	100	45	18	65	93	1305	1750	27	5	
				ALE STEEL	A		•	•		- 12 r	9.	•	
	1970) ME A	299 2942	229			400				299	-	•
		C	163	828	163	57	499	437	384	223	396	118	
											3	9 8	
		F A	482	218			39	67	72		299		4.0002.000
	2000	10 C	53	- 75	53	•	-	67	72	6	67	1017 5	AND GRANK
	-					N. T.				21			
THAILAND	1901		1227	41	315	108		65	253	54	178	215	9.10
	W	8	3557	161	781	65	550	852	165	234	359	172	
P. Carlot		C	105	5	4		1	37	4	23	33	•	
	1900	MF A	1092	49	234	119	242	425	24	1.600	319	274	-
		C	4829 589	210	1281	8/	510	1199	127	329	563	270	253
								40	16	39	182	26	4
100	-	F A	1023	34 184	124	34	4	218	10	•AC	252	81	
		C	156	6	41	16	59	576	37	706	214	63	
80		MF A							12	•	93	-3	
0.0		В	1803 9806	722	189	195	239	302	19	232		HARP 1	192
		C	935	6	330	100	734	2537	56	569 76	1290	607	177
	4	FA	757	23	117					-			15 19
	-	F A B C	4538	614	1417	35	32 106	157	211	8 a a 7 c a	380	130	
			392	6	175		100000000000000000000000000000000000000	97	611	1.50	576	13:11	

Country	Year	xe	Viveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe	Level/Niveau		Lettres		Beaux arts	Droit	Sciences sociales	Sciences exactes et	Sciences de l'ingénieur	Sciences médicales		Non spécifié
		703000								naturelles				
	4000													
TURKEY	1960	MF	A B	6858	236	906	187	781	2094	243	1096	792	503	
			C	111	***	•••				111	111		1.1	
		F	A											
			В	1557	116	234	40	128	460	65	44	193	79	-
			C		,,,			•••		111			• • •	,
	1905	MF		-	•	•	•	•	•					
				10611	923	2457	164	816	2972	427	1129	1084	639	
			C	111	***	•••		•••			111		•••	
		F	A	7/9/	7			157	387	144	81	339	63	-
			B	2484	406	864	45						5.5	.,,
					•••		•••	•••	•••				•••	
	19/0	MF						+075	7/09	2081	3797	2134	680	-
			B 2	22056	1908	2691	182	1975	7408		111	111		
			Ü		Paris I	•••	111	• • • •		•••	TO Plane			
		F	A			075		390	1008	301	340	694	33	
			B C	4416	597	975	78	• • • •	1000	111	111	111		
				***	Repartitio									
VIET=NAM,	1960	MF	A	5-3	Distribution	mol-s			- 10 m					
KEP, OF			B	534	43	177	35	101		21	63	94		
1000			C	18		•	•	18						
		F	Λ	3.0	Labra	10. M 📆			•	-			• 1	-
			В	119	7	53	7	14	•	6	1	31		
			C	188	Destrobution	and the same						N. T.		
	1906	MF	A	17		-	•	•	77			403	80	
			В	1057	236	291	31	288	104	125	84	412	-	
			C	101	Kopa 4 gac	m of the		***	3.0					
		+	A	15	et assubrat				15				•	
			В	571	52	70	5	54	14	55		154		
			C	5	1			3	1		Min War			
	1968	MF	A	470		342			128		20	579	75	
			В	2026	282	221	75	406	110 55	200	80	214		
			C	152	12	•	•	74	,,					
		F	Α	200		169	•		31			193	5	
			В	474	90	40	8	78	12	48	Parkers in the	173		

- 1. Natural sciences are included with humanities.
- Public universities only: the number of students enrolled represents 50% of total enrolment.
- 3. Architecture is included with engineering.
- 4. Education and social sciences are included with humanities.
- 5. Universities and equivalent institutions only.
 - 6. Social sciences and law are counted together.
- 7. Data refer to the east bank only.
 - 8. Social sciences are included with humanities.
 - 9. Fine arts are included with humanities.

- Les sciences exactes et naturelles sont classées avec les lettres.
- Universités publiques seulement: les effectifs inscrits représentent 50% de l'effectif total.
- 3. L'architecture est classée avec les sciences de l'ingénieur.
- 4. L'éducation et les sciences sociales sont classées avec les lettres.
- 5. Universités et établissements équivalents seulement.
- 6. Les sciences sociales et le droit sont classés ensemble.
- 7. Les données se réfèrent à la rive orientale seulement.
- 8. Les sciences sociales sont classées avec les lettres.
- 9. Les beaux-arts sont classés avec les lettres.

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5. EUROPE AND U.S.S.R./EUROPE ET URSS

page 5.1 Teachers and students by type of institution Personnel enseignant et étudiants par types d'établissement. Distribution of students by field of study 5.2 220 Répartition des étudiants par branches d'études Distribution of graduates by field of study 5.3 Répartition des diplômés par branches d'études 228 Distribution of graduates by level of degree or diploma 5.4 Répartition des diplômés selon le niveau du diplôme obtenu 235 Distribution of graduates by level of degree or diploma and 5.5 by field of study Répartition des diplômés selon le niveau du diplôme obtenu 239 et par branches d'études

NOTES

To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names in French may be found in the following list.

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver l'équivalent anglais des noms en français en se servant de la liste ci-après:

Albanie République démocratique allemande République fédérale d'Allemagne Autriche Belgique Bulgarie Danemark	Albania German Democratic Republic Germany, Federal Republic of Austria Belgium Bulgaria Denmark	Espagne Finlande France Grèce Hongrie Irlande Islande Italie Luxembourg Malte Norvège	Spain Finland France Greece Hungary Ireland Iceland Italy Luxembourg Malta Norway	Pays-Bas Pologne Portugal Roumanie Royaume- Uni Angleterre et Pays de Gal Ecosse Irlande du Nord	Netherlands Poland Portugal Romania United Kingdom England les and Wales Scotland Northern Ireland	Saint-Siège Suède Suisse Tchécoslovaquie Yougoslavie URSS RSS de Biélorussie Biélorussie RSS d'Ukraine	Holy See Sweden Switzerland Czechoslovakia Yugoslavia U.S.S.R. Byelorussian S.S.R. Ukrainian S.S.R.
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The Statistical study was already with the printers when the Ministry of Higher Education of the German Democratic Republic informed us that the statistical data which had been sent until now referred exclusively to universities and equivalent institutions. Data referring to higher technical training schools (Fachschulen, 164,000 students in 1970/1971) are therefore not given in this report. For information on this subject, reference should be made to the 1974 edition of the *Unesco Statistical Yearbook*.

L'étude était déjà sous presse lorsque le ministère de l'Enseignement supérieur de la République démocratique allemande nous a fait savoir que les données statistiques communiquées jusqu'à présent se référaient exclusivement aux universités et établissements équivalents. Les données se rapportant aux écoles d'enseignement technique supérieur (Fachschulen, 164.000 étudiants en 1970/71) ne figurent donc pas dans le présent rapport. Voir à ce sujet l'Annuaire statistique de l'Unesco, 1974.

Table/Tableau 5.1 Teachers and students by type of institution

Personnel enseignant et étudiants par types d'établissement

Country		Year	Ta a K	Total		sities and lent institutions	Non-un teacher	iversity training	Othe	r non-universi cutions
Pays		Année			Univer	sités et établis- ts équivalents	Enseign	ement normal	Autr	es établisseme universitaires
			MF	F	MF	F	MF -	F	MF	F
ALBANIA	TEACHERS	1960	562	51					1.00	12/10/20
		1965	517	87	440	68	77	19	***	• •
		1466	472	76	382	59	65	11	25	••
		1467	606	59	517	45	57	7	32	
		1968	614	87	506	72	75	9	33	
		1969	827	130					***	,,
		1970	926	135		•••			***	
	TUDENTS	1960	6703	1114	5299	809	1339	294	65	
		1905	12761	2786	9046	1584	3428	1139	287	63
		1967	11361	2581 3188	8223 9686	1590 2185	2867 2510	931	271 239	6
	1000	1968	10649	4942	12582	3192	2305	965	1762	783
	SEC	1969	23180	7520	15353	4162	6042	2930	1785	428
		1970	25469	8275	16402	4633	6179	1877	2888	176
USTRIA	FEACHERS	1960	4971	282	2971	282	Personne		_	
	Carried Colors Control (Colors	1405	4736	594	4565	522	26	10	145	62
		1466	4973	589	4808	523	27	11	138	55
		1467	5561	670	5377	593	30	12	154	6
		1968	6334	819	5730	643	445	112	159	6
		1969	6445	757	6162	671	283	86		
		1970	6980	832	6671	743	309	89	111	• •
	TUDENTS	1960	38533	W0/F	al ladeaton	ann da, eni				
	STONE HIS	1965	49319	11992	38533 48895	8865	THEREIGHT		7	
		1966	49551	12385	48965	11668	298	198	126	12
		1967	53737	13303	52846	11965	436 724	575	150	15
		1968	52527	14142	49551	12005	2833	2009	167	12
		1969	56290	16287	50847	12544	5280	3610	163	13:
		1970	59778	17547	53152	13269	6451	4138	175	140
BELGIUM :	TUDENTS	1900	52002	13734	30692	5855	9263	5268	12047	2611
		1905	84000	27523	48800	11688	9689	6622	25511	9213
		1966	91551	30319	53792	13354	8297	5738	29462	1122
		1907	101211	35743	59172	15420	7754	5424	34285	14899
		1968	111879	39942	64779	17405	6163	4156	40937	1838
		1969	*122134	*43958 *48683	69634 75106	19258	*5500	*3700 *3700	*47000 *53000	*21000 *23500
ULGARIA T	EACHERS	4040				21403	*3300	*3700	#23000	#2330
		1900	4243 6538	.:::	3883		251		109	• • •
		1900	0647	1661	5905 6156	1421	512	199	121	41
		1967	6893	1734	6342	1425	419	*169 *190	72	*20 *29
	and the	1968	6998	1720	6428	1479	457			*35
		1909	7191	1830	6657	1607	461	*206	109	*33
		1970	7680	2006	7125	1752	406		149	nn 11191 66
n-Siège l'hitly Stat		about he		neHana't	340 (52-2-5)		Farmene			
	TUDENTS	1960	61152	24692	54965	21834	4203	*2178	1984	*680
		1965	100102	43427	84467	34045	12207	8363	3428	1019
		1967	92807	41311	82573	34164	8464	*5847	1770	w1300
		1908	90024	42569 43199	81489	35403	8141	*5616	2061	*1550
		1969	95706	46458	80248	36361	7339		2437	#1738
		1970	99596	50445	85675	39753 43508	7433	*4980 4771	2598 3344	*1725
ZECHOSLOVAKIA T	EACHERS	1960	10504	*1800	10504				ADM FEB	urbi
d'Ukraine S.S.R.		1965	18576	3671	18576	1800 3671	densiau 1		Beigium	anto
		1966	18757	3577	18757	3577	Malte	Mar.	Bulgaria	- ciu
		1967	19232	3737	19232	3737	sasmov.		incomp()	of more
		1968	20146	4004	20146	4004				
	and the second	1969	16856	3486	16856	3486		-		
			16402	3321	16402					

L'étude était déja sous presse jorque le ministère de l'Enragnement supérieur de le Regulatione démocratique allemande nous à fait savon que les données tantatiques communiquées jusqu'à présent se rétrainent exclusivament aux universités et établissements équivalents. Les dennées se un sortant

12

Country		WhenengunYear or	tion in To			sities and ent institutions	Non-uni teacher		Other i	non-university
Pays Maria Maria		Année				sités et établis-		ement normal		établissements
rays		Spinith mylique con-				s équivalents		versitaire -		iversitaires
ä	80 3	MIP P	MF	AM F	MF	RM F	MF	F	MF	F
	.u.v.	STUDENTS 1900	94040	32026	94040	32026	deve-8	waques	JANSES	L SHAME
CZECHOSLO	JAWKIN	1965	144990	55329	144990	55329	40.50			eb 250
	89607	A 1966	142373	54596	142373	54596	0077			
1,454	10505	1967	137497	51900	137497	51900	1045-		DIV.	
	72327	1968	137654	51814	137654	51814	80VF-	•		
	16941	1969	133524	50222	153524	50222	Part -			
5893	10530	\$2200 \$1970	131099	49678	131099	49678	0235		* 2000	392
DENMARK		STUDENTS 1960	31482	9833	14862	3729	7741	4080	8879	2024
D. W. H. L.		1965		18192	30450	9298	11056	6207	10297	2687
		1906		19919	53805	10518	11847	6612	10564	2789
		1967		22079	37046	11897	12365	6903	11683	3279
12 11 11		1968	68559	25976	39705	12420	15701	9736	13153	3820 3987
		1969		26988	42429	13272	15716	9729	14500	4058
	.70	1970	76024	27895	43704	1.4010	,,,,,	,	14007	
FINLAND		TEACHERS 1960	2496	*308	2283	*220	213	88		
THPWHA	CMA	1965		591	3668	448	240	Mag 0 145	- V 4 W - W	2 - V
		1966	4499	764	3997	556	437	179	65	29
	M	1967	AP 5023	848	4537	625	397	190	89 121	33
1.64	100	1968		899	4949	677	400	177	104	45
	-	2957 1969		963	5166 5749	729 937	425	199	115	58
	*	1970	6267	1194	2147	A S I SEE	DOM NOT			
-		1991 5565	N 537751							
		STUDENTS 1960	23552	10895	22517	10369	1035	526		des Cath
		1965	38775	19193	57395	18319	1380	874		
-	6	1966		23080	44265	21628	1493	971	531 474	481
	100	1967		*25505	49967	*24180 25378	1334	1015	524	472
		1968		26865	52936 56471	26924	1320	920	653	593
		1969	The state of the s	28437	57739	27391	1364	920	666	605
	46	1970	B 664118	4402 14	0.00	29.00				*
FRANCE 1		TEACHERS 1960	588914	\$857	8078	5555	4044			
		1905		25.55	18538		20.00	•••		•••
		1967	567 · ·	8075	23313	1790	0000			•••
10		1968		9495	27874	•••	V	4	***	•••
	-	1969	The second second	62.04	31298 35679	84 14.				
		1970	•••	•••	33017	3543	JOHN D			YEARING
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613	1226	STUDENTS 1960		05.000	214672	86936	90.00		68662 116268	29461
	9451	ODF 811965		989.	413756	173398	•••		121497	
205	1342	81966		9565	458409 509898	198698	00444	:::	143472	:::
0.62	6841	1967		7.50	586466	1919.	1191		150513	
	4567	1968		****	625551					
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		5999 9985°	7 50% 60%	58754	0.000	ENCH4		HEART S	1	
GERMAN DE	MOCRATIC	TEACHERS 1966	14200	0.45.55	14200	20.66	COXI			A STATE OF THE STA
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45.69	88-905	1765	1 / 7 / 7 / 1 / 1 / 1 / 1 / 1 / 1 / 1 /	29024	106422	29024				1000
-		1967		31071	106534	31071		TEACHE	-	GRADES
-		1968	110581	35079	110580	35079 41661	- 在日本年	Z - Z - X		
-	test of	1969		41661	122790	49354	1000	3.0		
		1970	138541	49354	133341	007 37				**
Copw. NV .			23663	1724	17400	1037	2801	655	3462	*140
GERMANY,	EDEKAL	TEACHERS 1960		3184	26654	2061	3846	983 887	*6000 7006	162
REP, OF2		1967		3110	26654	2061	3679 3633	869	7878	198
		1968					4098	989	8112	175
		1969		1999	8 h 10 m	753	4190	1011	8581	179
OH.		1970		•••	****	200	489899			
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.00				2007	282	5000				
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Country			Year	Established by	otal		sities and ent institutions		iniversity er training	Othe	r non-universit
Pays			Année			Univer	sités et établis-	Enseig	gnement normal niversitaire	Autr	es établissemen
				MF	F	MF	s équivalents F	MF	F	MF	universitaires F
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GERMANY,	FEDERAL	STUDENTS	1900	291226	06382	205979	41704 52109	33061 50561	20°52 31680	52186 69337	3726
REP. OF			1966	373099 406831	106612	253201 281339	66077	54794	35988	70698	4404
	1000		1907	410384	114474	285969	69800	59711	59934	70704	4740
			1968	430904	115165	304213	73990	54150	56205	72541	4970
			1469	460765	121400	323498	79035	57870	37193	79397	5172
			1970	505819	135317	352131	89092	63387	40332	88301	5893
GREECE		TEACHERS	31400	926	66	705	SHATEZ	221	THEOUT 64		ANABIG
	1.6201		31405	1192	153	903	608 63	289	90		
			1966	2541	483	2246	386	295	97		
			1967	2327	501	2006	390	321	111		
			1968	2365	557	2072	457	293	100		
			1969	5019 5483	1035	2693 3162	738 916	326	114		85
				THE SAME				2510	100		0.7
*		STUDENTS	1940	28502	2202	20408	6000		MINGALL .	1737	ENGINE.
		2100EM12	1965	58000	7202	25658	16524	3739	1297	1785	116
22			1966	64591	21275	60624	19358	3967	1915		175
	PAR.	110	1967	75438	23902	68236	21469	5202	2433		
			1468	74962	24320	71325	22525	3637	1795	-	-
	211		1969	76181	24610	72616	22821	3565	1789	134	
			1970	76198	24279	72269	22382	3929	1897		
HOLY SEE		TEACHERS	1967	896	11254	896	545454	garde a	THEGUTE.		-
		456	1968	930	24213	930	2 1 2 3	COXE.			-
			1969	964	6 1 2 6	964	185046	- TYOR	-		-
			1970	978	8784	978	23 166 7	4964	-	•	
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			1965	7976	1120	7976	1120			-	
4.4.4		Kita a second	1466	8392	1232	8392	1232	1047.0	* TEALCHER		1200
-	3.00		1967	7725	372	7725	372	\$1000 ·	5017	115	135
10.5	17.5		1968	8071	567	8071	567	YOK .	6130	127	1.6
			1970	8759	762 1207	8759 8128	762 1207	Yake	-	-	
					97686	2120	1201	Breek S	3200	1100	591
HUNGARY		TEACHERS	1960	5635						20 a 20	1128
			1965	8444	1725	7135	1463	371	108	938	154
29461	BOSOLI		1966	8889	1818	7324	1508	339	97	1226	213
			1968	9230	1865	7389 7560	1517	338	100	1269	248
100	1285		1969	9413	1995	7577	1596 1588	328	108	1342	263 299
			1970	9791	2200	7924	1754	343	115	1524	331
	11 64%	246				1.12	31 1 1 1	Vavi	100	1.65	
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		01-061110	1905	93957	36723	42186 69240	12722	2399	1996	704/9	3968
			1966	89544	35861	07240	20012	4569	4083	20148	3968
			1967	83938	34452	60465	26310	3523	3122	19950	5020
			1968	78727	32871	55676	24215	3803	3402	19248	5254
-	4		1969	78889	53211	54208	23543		3831	20470	5837
			1210	80536	34432	54627	23957	4921	4541	20988	5934
ICELAND		TEACHERS	1960	88	1226	88	Accord			34.28	
			1965	122	988	122	78 Eur 6	Sallin.	1301T		
			1906	124	08.04	124	0 4355 4	448D.	-	2.76	
			1967	129	13834	129	4	0.44	-		178
			1969	189	11	150 189	11	WATE OF	477		OLY VICE III
Carlo Carlo	9007		1970	237	20	237	70	0.683	TEAURE	2,413.23	A CANAMIN
697	STAT				170/12			TORK			-
	2113	STUDENTS		791	168	791	168	8045			
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			1966	1221	***	1221					
			1968	1292	(11	1292					-
			1969	1302	323 332	1302	323			-	•
			1970	1706	422	1394	332	:			
			11				422			98	1000

Pays		Year Année				Universities and equivalent institutions Universités et établis-			ement normal	Other non-university institutions Autres établissements non universitaires		
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1001000		TEACHERS	1460			994			MOAST.		TYANGO	
IRELAND		205	1905	357 11	8500	1318	186	2041.183	24.21	***		
	W	X53	77.00	98655377	19/1/15/5		0011.11	5487			0366	
160	da.	585	181-7					Yayr y	W200			
697		STUDENTS		12789	3821	11657	2905	1132	916	2111	222	
		175	1965	21811	6640	17404	5073	1732	1232	2675 3083	336	
70 E	02.07	412	1967	23102 +23960	6929 *7660	18240 *19000	\$307 \$6000	1893	1269	3066	392	
			1968	+25660	*8390	+21000	*6800	1855	1290	*2805	*300	
	-	7,475 &	1909	20966	9200	21455	7119	2114	1423	3397	658	
	-	1255 2	1970	28501	9767	22225	7543	2100	1416	4176	808	
	100	£968 8	1480	28.940.00	050	. 7. 7.	950	244.24.20	1000			
ITALY	25.00	TEACHERS	1960	20053	950 1556	17171 26053	1556	Salai .	1000		- :::	
	2509 27511	0745 6	1966	27233	1722	27233	1722	Pastra -	1985			
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			1969	42048		42048				***		
	MAN TO		1970	44171	89924.	44171	3.88 · • •		#243T *		200	
	1000	1111			0.5622	K 88.						
100	111	STUDENTS	1900	269845	72947	268181	72229	YSYL.		1664	718	
			1965	408095	137426	404938	135992	Jaxa .		3157	1434	
111	111	79.01	1906	460438	101753	456476	159912	WAY .		3962	1841	
	411	111	1907	504625	182958	500215	180822	02.64		4410	2235	
			1968	554551	236445	549783 616898	233890			5518	2555	
	27693		1969	622416	259015	681731	256489	BASE WITH	reutal #	5511	2526	
	22858	111	1,,,,	100 à A 910	ABBES !	enesei	BOCKET					
LUXEMBOUR		TEACHERS	1960	ASS 051	783.00	37	202000	14	***			
20-05	84924	114	1405	86	2 00 000	37	232605	49	7			
	52455.	191 1	1966	1566574	5 9	37	ALCEDIA.	37 47	5		12.81	
		6.8.5	1907	112	10	62	2	50	8			
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do	759 HWD	A S	1970	*122	588+13	*76	1107 +5	*46	*8		TVANTE NA	
	508	47 0	PERMIT									
		51 6		AUZDEKT	155	107	*30	40	10			
	857	STUDENTS		616	202	361	*76	255	126			
	7.17	02 6	1965	596	191	360	82	236	109	•		
	17.1		1907	667	197	473	107	194	90			
			1408	427	162	268	80	159	82 85	distant.		
	4115	4937 GREATS	1969	422	163	259	78 79	163	73			
		015 0	19/0	363	152	223	A CHE AT	A STATE OF				
MAN A	5887	TEACHERS	1960	98	P65 No.	68	Just	30	15			
MALTA	5922	LACHERS	1965	153		116		37	'16	No.	1 (1 (1 to 1)	
	1858		1966	219	24	188		31 24	23		2763	
1075	0758	485 A	1407	189	31	165	9	49	22			
			1968	223	31	201	12	42	22		- YISVNEY	
			1969		40000	178	SECUL	2017				
			1970	25,650	00.664							
					10584	0.60%	26	234	174			
		STUDENTS	1460	529	200	295 592		390	260			
-	-		1400	982	413	874		390	260			
	4		1966	1264	467	1058	206	391	261	•		
			1967	1643	527	1248	262	395	265		6167	
	79	- NTOBERTS		1638	545	1254	291		254		245	
			1470	1839	626	1474	356	365	-10			
w						*10500	ALC: NO.	X487.				
NETHERLAN		TEACHERS	1969	CALCOU.	Castar	+11500	*1050	BASIL				
			1970	•••	2000			TANKS .				
51. No.						55550	2705	78050	14379	27443	5575	
		STUDENTS		100229	27259	40727	7305 11570	38059 49690		38649	7882	
	3070	WATER STATE	1965	152748	38515	71260	13031	57349	22923	34604	6958	
1.2	175		1966	163213	42912	77896	14406	59911	23666	44237	10852	
			1967	182044	40724			41475	25210	50960	13609	
	185				54588	84776	15769	64675				
	0.62		1968	200411	54588 58320	93594 103382	17874	63551	25265	55892 59562	15181	

Country			Year Année	fanciasi To sesidorio e sesso slictorio e essisti		equivale Univers	ities and ent institutions ités et établis-		aining nent normal	Other non-university institutions Autres établissements non universitaires	
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9	No.	- 41		∃ MF	101			201-101			
					204	1226	79	675	*215	5213	0.00000
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	555		1406	3100	458	2189	169	911	289	71695	-
			1967	3317	478	2446	196	871	282	INFO.	4745
			1908	3658	433	2500	194	889	279	1240	198
336	2675		1909	4922	764	2507	249	906	271	1509	244
	E80E		1970	5118	847	2673	504-298	1007	345	1438	204
				00000	940619	65924	004626	7341			
4225	02805	0.951		7080	0.00754	0.9285	0 gacze	Bava -	2947		
HEA		STUDENTS		14288	4862	19638	1915	7787	4571		- 170
	gena	2544 30	1505	2/425	9355	21001	5122	7908	4693		
			1906	28900	10195	22259	5552	7870			YJA#
1999	£89		1907	41790	12208	24115	6214	8049	4718	9626	1276
***	ACRES TO		1969	40715	14027	27638	7563	7763	4470	11314	1988
	1		1970	50047	15135	30165	8619	8028	4786	11854	1730
10.00	100	-	16		82054	122	84424	Yavr			
POLAND	101	- TEACHERS	1400		125.55	19098	4922	6255	1111		
			1965		12000	22960	6332	***	1985	***	
			1406			24411	6767		agus.		
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	B5558			0.08885	KREAGA						
		STUDENTS	1900	203380	80434	165687	57541	DONE		37693	22893
			1905	339508	156301	251864	94400			87644	61901
		100 M	1400	-368893	172689	274471	105226	Nage and	MOAST.	94422	67463
W		1	1967	385712	184455	288788	114048			96924	70407
*	400	70	1968	403534	195415	305561	124324	asv.		97973	71091 69688
	1000	Y-silver merili	1404	417681	205196	322464	135508		***	95217	48899
	-		19/0	397897	188734	330789	139835	***		07100	#00//
	-	*********		1447		882	96	78	4	657	66
PORTUGAL		TEACHERS	1905	2107	166	1195	191	110	14	802	74
			1406	2158	305	1223	204	88	12	847	89
		67 0	1967	2293	347	1339	215		12	857	120
	The Later	0.20	1969	2423	425	2285	387	138	38		
BELLEVA.		YO bearing	1970	2869	557	2726	591	143	46	111	
100000000000000000000000000000000000000		0.0	9.6	2115				794576			
*	-	- 58 9		0B	585	507	954	8.0 4 3 4 10		1114	837
*		STUDENTS		24236	7204	19761	6201	359 594	166 310	4116 5960	1321
A STATE OF THE STA			1905	34566	14092	28012 50056	11281	399	209	5877	1446
		29 0	1907	39209	15808	32724	13830		309	5923	1669
			1408	42560	17575	36101	15478	591	331	5868	1766
		- 01	1909	46725	20508	39738	17969	706	428	6281	2111
*		45,00,00000	1970	50095	22248	43191	19797	634	284	6270	2167
*	1	55. 9		V more	457993	(Entra	5550000	8097			. 1911
ROMANIA	10000	TEACHERS			2693	8917	2693	KONN .	-		
*	- The 18	444	1905		3878	13038	3878	01435	3135	1995	
			1400		3932	13404	3932	2002	340	20100	113
		477 4	1967		4050	13792	4050	0087 411	38000	20415	40.0
*	- 0.		1969		4072	12950	4072	0045	SANTES .	20935	
BESARE					3953	13425	5953	6027 .			
- Name of Street		125 1	75-11	005 127	1050	10000	9447	1041			
			102	505	8457	182	2003				
	*	STUDENTS			24100	71989	24106	Spale -			
		0.42 \$	1905		51360	130614	51360	42.64			
			1966		55072	136948	55072				
777	123.4	444	1967		59363	141589	59363	2007 • B		• 0	NY THE PARTY
77.0	444	120	1968		64656	147637	63286	A264			- :
			2000		65353	151885	64656	-			
	Lokes	TI TABLE	POSE.	2027	1570#	Mexia	927001	0041-20	STORES	-	
SPAIN	25065	TEACHERS		4193	90427	3886	841348	5095 ·		307	77
1669			1965	1820	08888	7549	E15637	9081		271	71
55807	1882-		1966	9906	998	9625	920	1045		281	78
			1967	10894	1161	10604	1086	80V7 ·		290	75
		58565			96558	02688	72037	40.61			
		28875 6	5588		103382	92074	Theres	02.45			

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personal and a sale						s équivalents		iversitaire		universitaires
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and the the	STUDENTS	1960	87388	10542	*****	4.7870	the Local	altar fore		
BPAIN LE ARRESTOLL	7476	1905	131766	30232	77123	13870 26651	FOR BUILD	MANAGE TO THE	10265	3581
5662 26804		1406	145309	33505	141408	31251	59.64		3901	2254
	4010	1907	158290	38050	154285	35491	(Manager)		4005	2559
9262 07664	ALLE S	1968	178255	43239	175135	41325	Walks To		3120	1914
	558W 1	1464	194515	49768	192139	48432	May 2		2376	1336
	na e well one	14/0	21/415	58957	213159	56307	Second .	PROPERTY SELECTION	4256	2650
ENEM	STUDENTS	1960	42024	15149	57405	12503	3271	2188	1348	458
ALL DE LA COLONIA DE LA COLONI	A A STATE OF THE REAL PROPERTY.	1965	7//52	31818	08691	24927	7781	0464	1280	427
2563 552	042	1906	90537	37518	80353	29537	8895	7543	1289	438
SWG STEEL TO	Bay Lyones	1907	109690	44960	98317	35867	10034	8521	1339	572
and the beginning	Ayer non-up	1408	12/238	51684	115610	42471	10053	8668	1575	545
1000	-14	1969	132801	55598	119353	44768	11514	9905	1934	925
		19/0	141218	59855	124765	46473	13937	11880	2516	1502
WITZERLAND	TEACHERS	1960	2530	216891	2330	25945	CORP	OLD GRAND		
PANER PARKAGE	This Rivelor	1405	2342	100000	2342	122.00	5898.00	1 . S. W No.	Will side	4111
Version - Version	STATES	1400	2504	83	2304	83	SOME	SSETTING NA	the September of	•
595 WA	10067	1907	2173	118	2773	118	用书标序			
APRAS SERVE	78887	1908	3210	142	3210	142	4966			
ALLES CALSE	1305	1909	3500	160	3500 3900	160	63.41			
	STUDENTS	1900	21346	3597	21346	3597			•	
		1905	32921	6526	52921	6526				
		1466	35579	6897	33579	6897		•	•	
		1967	35972	7601	35972	7601				•
		1468	38197	8278	38197	8278	•	I P CALL XXIII		•
		1970	40083	8947 9499	40083	8947 9499				egizara.
NITED KINGDOM	6					gautes.	CARE 21	зноват		18,8,8,
ENGLAND AND WALES	TEACHERS	1460	14766		11432		5334		***	•••
		1905	28238	.411	21535	2281 2450	6703 7888	2915	170	:::
		1906	31183	5365	23295	2638	8925	5220	111	
		1967	33891	5858 6205	25974	2786	9870	3419		
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		1970	38875		28028	201100	10847			
					2102654	EUC-EXCA.	YOUR			
	STUDENTS	1900	241814	54819	102869	23736	34685	25685	104260	*7400
		1905	379204	104743	156127	38828	73501	51685	149576	14230
		1406	41/720	121609	170746	43727	85943	60736	161031	17146
		1467	467274	140588	103649	47956	97361	75405	187275	26231
		1468	48/170	153344	194680	51708 55102	108968	77896	196741	29319
		1909	509501	162317	203792	62127	111332	79221	199663	33603
		19/0	529080	174951	210003		11.50			
NURTHERN IRELAND	TEACHERS	1960	676	117	500	50	135	65	*41	*4
********		1905	860	128	617	B03454		19H3X3171	54	WARMANIA 3
		1900	904	142	674	68	184	72	63	1
		1407	1034	165	763	92	208	79	39	1
		1968	1090	175	843	95	208	74	39	5
		1969	1114	178	865	102	216	84	55	8
		1970	1164	111	893	82472A	6083	medial 2		
		0.000		2210	3988	952	1679	1127	*442	*161
	STUDENTS	1960	6109	2240	5710	1481	2012	1399	*771	*238
		1905	8493	3118 3361	6403	1632	2196	1554	773	177
		1906	9372	3661	6990	1849	2269	1584	876	228
		1407	10135	4784	7849	2630	2455	1658	3027	496
		1968	15502	4495	7997	2414	2468	1636	3037	445
		1970	13790	4841	8415	2715	2500	1681	2875	445
SCOTI AND	6TEACHERS		5332		2148		314	160	870	150
SCOTLAND	TEACHERS				3344		623	276	743	174
		1965	4710 5516	:::	3698		822	331	796	174
		1906	5753		4001		868	356	884	238
		1708	0018		4111	111	949	362 388	958 1607	191
		1100			4204	***	1030	500	1007	

Country			Year		otal	equival	ities and ent institutions ités et établis-	Non-univ teacher to Enseigner		Other non-university institutions Autres établissements		
Pays			Année				équivalents	non unive			niversitaires	
4	Alt/	1	M.	MF	F	MF	F	MF	F	MF	F	
SCOTLAND	2051 - 1 1002 2007 2003 2003 2003	STUDENTS	1900 1905 1906 1907 1908 1969	56552 49728 52330 57019 59815 59790	16073 19384 20735 22412 23396 24362	22661 30363 32521 35837 37994 39755	5371 8924 9688 10767 11276 11909 +12600	5233 8468 9163 10242 11120 12037 12241	4242 7461 8009 8719 9242 9822 9920	28658 10897 10646 10940 10701 7998 8042	7460 2999 3038 2926 2878 2631 2685	
		350	1970	*62283	*25205	*42000		743	200	1398	237	
AMERSTVATA	1263 1263 1263 1263 1263 1263 1263	TEACHERS	1965 1966 1967 1970	10404 15760 15715 15950 16783	2081 3115 3147 3198 3492	8263 11876 11797 11964 12830	1644 2423 2437 2456 2730	1321 1342 1412 1394	540 344 348 314	2563 2576 2574 2559	352 366 394 448	
Such	ares	STUDENTS	1900 1905 1906 1907 1908	140574 184923 195454 210810 231444	40700 62011 69463 78626 88380	108912 116273 120110 128240 147497	31235 37863 41177 45961 54367	8874 24514 28297 33735 34684	4703 11707 14441 18178 18667	22788 44136 47047 48835 49263	4762 12441 13845 14487 15346	
4			1969	239701 261203	103011	161800	61314	30086 24331	16889	47815 56743	16897	
2												
			1000		83275 10000			00 VF 271				
			1705		WAS A STATE OF			10.82				
U,S,S,R,												
		TEACHERS		201000								
U, 5, 5, R,	774	TENGRERS	1,000	201000	27.07					SEALE BUR	4117.1118	
100	111	STUDENTS	1960	2390157	1041846		ESTABLE					
444	117		1905	3860540	1715700							
		572E	1968 1968 1969 1970	4123241 4310925 4469705 4549585 4580642	1805450 1980693 2091325 2182669 2246970	4666						
HVELODISE	IAN S.S.R.	STUDENTS	1960	59296	24594		200000					
04717 14265 16586 97895 60068		121 A1 631 A7 631 A7	1965 1966 1967 1968 1969 1970	103994 115910 124763 131481 137331 140034	48759 55441 60711 65166 69381 72568	019047 442507 142507 148674						
UKRAINIAN	S S p 7	TEACHERS		34490						day10x1-		
	0.4 2.6 9.5		1906	36700 39100				0087 = 0087 =				
		STUDENTS	1960 1965 1966	417748 690031 739083	174362 295753 323718			0197 a				
1010	1774		1967	766850	340480				EROUTE -			
			1968	792182	358858 373100							
			1970	806600	386000							
		1630										
				X							SEDATIONS.	
				100	TELL							
						311	6050	NAME OF TAXABLE				

- 1. Data for non-university institutions refer to student enrolment in the "grandes écoles", the preparatory classes of the "grandes écoles" and the "sections de techniciens supérieurs". As many of these students are at the same time enrolled in the universities, the figures for the two types of institutions should not be totalled.
- 2. Including West Berlin.
- 3. Not including instructors and teaching assistants.
- 4. In 1968 certain institutions previously shown under vocational education at the second level were transferred to education at the third level.
- Data referring to non-university teacher training are included with other non-university institutions.
- 6. Full-time teaching staff only.
- Figures relating to the Byelorussian S.S.R. and the Ukrainian S.S.R. are already included with those of the U.S.S.R.

- 1. Les données relatives aux établissements non universitaires se rapportent aux étudiants inscrits dans les grandes écoles, les classes préparatoires aux grandes écoles et dans les sections de techniciens supérieurs. Plusieurs étudiants de ces institutions étant également inscrits dans les universités, les chiffres présentés pour les deux types d'établissement ne doivent pas être additionnés.
- 2. Y compris Berlin-Ouest.
- 3. Non compris les instructeurs et le personnel auxiliaire.
- 4. En 1968, certains établissements qui faisaient antérieurement partie de l'enseignements technique du second degré ont été transférés à l'enseignement du troisième degré.
- Les données de l'enseignement normal non universitaire sont incluses avec celles des autres établissements non universitaires.
- 6. Personnel enseignant à plein temps seulement.
- Les chiffres relatifs à la R.S.S. de Biélorussie et à la R.S.S. d'Ukraine sont déjà inclus dans l'U.R.S.S.

Table/Tableau 5.2 Distribution of students by field of study Répartition des étudiants par branches d'études

Country	Year Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année Sexe	eng accitt	Lettres	batavina as	Beaux-arts	Droit	Sciences	Sciences	Sciences		ll Estavi	Non spécifié
. who sould	pair ette policit	Jesy history	n ramament	tara de mogr	es mantes and an	22861. 38363	sociales	exactes et naturelles	de l'ingénieur	médicales	ptruvise	
ALBANIA	1960 MF	6/03	982	1339	65	397	826	624	1092	635	743	
	BEALTHON TOTAL	1114	256	294	11	40	139	141	46	175	12	
	1905 MF	12/61	1628	3428 1139	65	671 53	1428	1955	1146	980 291	1238	THE WAR
	1907 MF	12435	1944	2510	239	504	1275	1930	1259	1034	1732	98
	Settle A to make a School	3188	701	945	60	62	271	539	139	378	95	
	1968 MF	16649	2683	2308	279	718	1665	2047	1821	1203	2108	1817
dunes e	1969 MF	23180	1115 5720	963	78 294	897	1785	2898	2189	1294	2758	1303
*	F	7520	1368	2930	53	176	573	1001	519	501	246	353
	1970 MF	25469	3863	0179	348	981	1845	2771	2727	1427	2788	2540
	F	8275	1434	1877	94	219	732	960	417	632	239	1671
	1060 ME		1 6 4 74 10 5	suise dil b	TO MALL	147	pages state	2044	pasaya az	E STORY	TALESTON	
AUSTRIA	1900 MF	38533 8865	5009	255	1341	695	5785 1261	2861 761	10361	1864	1226	No.
	1964 MF	48470	8180	619	1818	5977	7921	3747	10880	7734	1594	
	1900 MF	11847	4033	358	860	955	1605	953	506	2447	130	D. 20 8 1
	1700 FF	49551 12585	4363	490	1769 844	5714 893	8150 1625	3853 992	10609	8266	1671	•
	1967 MF	53076	9490	1180	1705	5911	9377	3842	11137	9353	158	
	F	13503	4732	731	777	887	1822	946	497	2738	159	
	1968 MF	52527	8113	3390	1693	5949	8891	4140	10276	8401	1674	•
	F	14142	3367	2221	753	832	2845	996	458	2496	174	
	1969 MF	16287	10355	5004 3862	1839 775	4990	8712	4588	9931	8224	1647	•
	1970 MF	60944	10778	7415	1876	774 4818	1690 9962	1162 5121	10721	2415 8347	175	289
	F	17794	5274	4518	810	732	1849	1360	503	2451	182	109
BE GINM 1	Total 1960 MF	52002	4464	10199	2233	2689	6923	3911	10014	40408	1272	99
	F	13/34	1755	5675	379	400	1177	972	534	10198	14	14
	1965 MF	91551	6832	12834	3515	4128	17531	8318		15984	1859	561
Universi	ities 1960 MF	30692	7196	11866	4079	4718 2689	20355 5844	9343 5911	13136 3879	18146	2120 993	592 96
	F	5855	1755	517		400	828	972	3017	7250	11	4
	1965 MF	48800 27523	6832	3145		4128	11332	6070		10343	1360	367
	1967 MF	59172	7560	1339		5459	2464 14182	1676	5687	2315 12873	2106	34
	F	15420	3531	1735		1160	3439	2152	58	3215	93	37
	1968 MF	64779	7751	4447		6501	15734	7090		14561	2542	407
	1909 MF	17405	5770	1899	•	1459	3877	2274	65	3866	145	50
	F	19258	8125 5907	4800		7433	17121	7179		15885	2933	324
	1970 MF	75106	6719	>100		8508	18049	7364	6015	4524 17621	198 3312	418
		21483	4423	5592	•	2239	4562	2467	140	5052	277	58
BULGARIA	1900 MF	61152	4563	>914	4309	0457	v705					*0.94
	F	24692	2866	2730	1309	483	8782 3506	2946	17947	5541 3162	8700 2980	1984
	1905 MF	100102	6796	14390	2146	1424	11136	9286	54586	7139	9771	3428
	1906 MF	92807	4583 6023	8975 10415	970 1473	380 1594	5058	5205	9854	3868	3515	1019
	F	41511	4188	0387	722	513	10844	8433 4827	10861	7532 4091	8704 3260	1770
	1907 MF	91091	6047	10037	2152	1677	12553	7854	34282	7525	7503	2061
	1968 MF	90024	4244 5952	8963	997 2350	575 1829	6273 13372	4545 7485	10987	4123	3078 5965	1550 2437
	F	43199	4223	5650	1094	697				N. P. W. Inc.		1738
	1969 MF	95706	6725	9102	2936	2056	7013 14559	4348 7400	11261	4389 7914	2786 5647	2598
	19/0 MF	46458 99596	4800	558U	1477	786	7939	4477	12243	4671	2760	1725
	1970 HF	50445	7290 5368	8452 5320	3029 1556	2592	14513	6884	59796	8301	5395	3344
			2000		1330	1095	8179	4767	14089	5129	2776	2166

Country Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays tiplion ail 14	Année	Sexe 2		Lettres	Solanoya sociales	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieu	Sciences médicale		Non spécifié
CZECHOSLOV	AK 1 A 1 9 0	MESEE	94040	4938	243535	1877	2362	6066	2085	54421	10348		A 7.88 - 534
		SEASS	32020	1269	15155	573	670 4999	1721	1030	51067	5740 13721	1816	1A2 -017
561	170	ME	51014	11726	19541	1703	1859	12123	3989	7664	8139	3636	110 1111
0.05		ME		11970	1/882	1733	6129	12285	7789	47934	13804	13998	
82	603	98881		0904	13154	582	2289	5094	3657	7094	7949	3501	•
651		U MEPSA		11814	16850	1865	6653	11760	7203	46846	14380	13724	
182	8864	11879		6981	12551	626	2563	5166	3330	6877	8088	3496	P. N.
ENMARK	588190	DAF	31482	4200	7741	996	1481	3529	1163	6184	4704	1015	469
555	SEPH	EF YAA	9855	6344	4080	294	337	324	236	122	1755	UNIVY 45	296
132	c 99196			10360	11056	1257	3457	5565	3204	7326	7516 2561	1343	719 419
	196	5 MF	18192	11295	11847	1345	1046	6149	713 3569	7444	8382	1348	891
	42 F/100	FAA	19919	0504	6614	394	1232	636	802	161	2953	136	489
	8 190		61094	13458	14305	1047	4338	7248	4020	7504	8885	1264	965
		OF SE	22079	7623	6905	436	1350	740	700	17/	3252	140	551
	190		68559	14662	15701	1629	4191	8254	4199	8271	9346	1412	894
	0935	AFRE	259/6	6373	9730	482	1275	837	940	216	3454	162	501
	196		72045	10420	15710	2220	4220	9249	4393	8812	9357	1434	824
	850	Fes	26488	9143	9729	578	1269	1051	977	230	3424	165	422
100	197		76024	18361	15371	2619	4265	10170	1052	8652 269	9504 3581	1452	848 453
		F	27895	10113	9027	716	1307	1193	1032	207	3301	104	2010
P	5404	3310	1227	77688	100855	11/10/	No. of the last			FOF US	55,600	YOUR	
INLAND	190		23552	8312	1198	450	1000	4671	2701	2235	2219	760	(TS) .
	1698	RE851	10895	5964	608	124	174	1907	921	3355	3146	1054	A51
26.	196		38//5	12304	2285	574	2090	8147 3525	2170	121	1536	411	2434
	106	6 MF	19193	14735	1398	175 618	2351	10144	6945	4376	3388	1206	434
	170	F	23080	11241	1598	189	637	4394	2752	164	1630	495	350-100
	190	7 MF	51//5	16202	1800	679	2623	12605	8413	5064	3070	1319	175
201	196		54886	10459	1909	665	2714	14251	9623	6104	3421	1426	
		9 MF	58444	16762	1855	762	2,04	100	veries.	5037			
		F	28457	14702	1140	250	778	7327	3842	294	1510	608	-
	197	UMF	59769	10531	2040	762	2762	16355	10167	6128	3554	1470	103
	4	F	28916	12421	1256	243	826	7564	4098	356	1536	616	200
×	7 1000	DE.	470	1440		1							
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LUME	190	O MF	36936	41031	0.86	11 6 10	10542		20345	Sake	15018	Contract Con	199
100	196	5 MF	413756	137008	84Y-	7.18	86733		113552	1515	26106	TAKE	
W	500	F	173398	88440	At.	07.	99664		114415	4021	85209	1910	1644
	190	6 MF	458409	157477	100	1	29812	:::	36095		29498		180
	196	7 MF	198093	171168	11024	*** SS.	114382	9717	116053	EBERA	102937	DOYL	5358 879
	20171	For	221447	112680	551	Ret.	34149	<	37515 124791	- GTOST	36224	PANE OF	11817
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20.		2882	£2885	455E	3645		4427					7041	
	11023	THE WAY	5573	Sees	4424		3462	15778	7915	22971	13291	9084	
RMAN	Es 0190		101/73	469	24134	2669	2696	10584	8039	27192	14469	8145	5129
POCRATIC		5 MF	108791	2176 2129	32986 31773	2550	2521	11511	8047	27515	12902	7474	-
EP.	190		106422	2232	31129	2601	3182	12761	8178	26969	12136	7346	284
	196		110581	2382	31609	2866	3328	14561	10072	28348 35882	10018	6530	250
	196		122/90	2474	52482	3088	1247	18253	2800	4222	5759	1950	
ia.	tvot	8 F 14	41061	865	18232	3445	1247	21123	12381	44457	9797	6516	1 634
	197	O MF	138541	2481	3368/	3443							

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de l'ingénieur	Sciences médicales		Non spécifié
			e Hastini	sekiranin .			Line	- Service	naturelles	ringemedi	Man a	100	17-150/16
						100000	Oralt	27027	40.524	82345	33857	4618	
GERMANY,	1900	MF F	66382	19037	35951	7458 3059	18785	27923 3931	31528 4004	1195	11448	394	AATSAMASI
FEDERAL 2	190	a supplied the	573099	03263	51295	7987	22021	41128	37885	100826	43625	4917	152
REP. OF	55.05	OF IS	88193	24862	51902	3386	2460	5136	5043	1772	13000	616	16
	1966	ME	406831	73321	63364	8212	24998	44167	42459	100099	44493	5348	390
		F	106012	32806	39129	3503	3008	5884	6757	1821	12849	806	49
	1968		430904	74169	71725	8579	30721	41449	53886 9633	1963	42986	6576 1371	651
	1969	MF	115165	31982 80598	76844	3611 9213	3698	5011 42583	59834	107095	42755	7298	131
	2000			35131	47776	3791	4162	5054	10782	2044	10993	1652	15
	1970	F ME	121400	88293	80462	9851	35147	46369	66290	117794	44715	8136	762
	ENER	oF 65	135317	39021	52827	3986	4630	6165	12411	2698	11432	1995	152
	22.5	tacs	167	677	N.	5707		1999.		28191			
GREECE	1960	ME	28502	5193	2644	565	4088	8012	2300	1902	4473	1125	11474
100000	4857	F	7202	1685	1297	255	1164	1182	366	54	1133	1041 66	•
	196		58000	6250	3413	1327	7814	16820	7044	3520	8759	3053	
	2546	F	18511	4334	1661	635	2829	4445	1451	194	2619	343	-
	1960	MF	21273	7561	3703	1365	7882 2891	19438	1530	4084	9686	3460	
	1967	to the same of the	73458	8406	4989	1442	8582	22809	8562	4496	10251	3901	
	165	AFDE	23902	5923	2220	657	3376	6568	1596	251	2853	458	
	1900	MF	74962	8776	3409	1513	9569	23124	8447	4511	11457	4156	•
		F	24520	6018	156/	671	3735	6592	1577	268	3316	576	•
	1969	MF	76181	8485	3318	1440	10116	23592	8651	4446	12090	4043	
	007	FSS	24610	5836	1542	612	3828	6968	1606	264	3414	540	ONVANI
	197) MF	76198	8273	3687	1439	9546	22629	9459	4678	12879	3608	
	754	a co	24279	5594	1655	593	3609	6612	1862	280	3575	499	
DOLY SEE	196	1 MF	6662	5751	28	76	671	136	14547	150501	8357	40 h 24 h	2.00
006, 955	196		7976	7065	559	75	277	100	56547	26772	24	Tax:	
30	a B E T	FRE	1120	561	559	0.13		A0.51	70447	98975	1.0	SOR! .	•
A Ministra	190	6 MF	8392	7441	570	125	256	0.685	19692	55669	toole.	40° 77.	0.
		F	1252	608	570	54			-	5.34	201	-	
	196	MF	7725	6842	239	112	387	145		1290-5	4593×		50
			372	332	2001	36	****	4	155-1	13135	18125	WARE CO.	137
	140	B MF	567	7085 515	294	118	395	179	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	23745	1235		
	106	y MF	8759	7654	464	105	349	497	2200	1001	TOTAL	TOVE .	1357A
	170	F	162	627	88	51	6	187	12000	ARRES	49.44		100
	197	U MF	8128	7064	471	104	311	178	200221	56567		200	
4800		F	1207	1064	81	38	10	14	221-1	89625 69658	521	Marra Se	1.
					133					LVeno	sale.		
HUNGARY	196	UMF	44585	3905	7776	831	3827	2390	2964	11054	6609		33.
	196	F	14/18	1978	4745	322	759	709	1393	1145	3062	605	
	140	5 MF	93957	7164 4182	1/465	858	3936	7486	5779	29937	7685	13649	
78577	196	6 MF	89544	0838	14767	1149	1502 3755	3655 7693	3199	5112	3941	12390	-
	170	F	35861	4113	10861	542	1585	4050	3099	29661 5362	7769 4086	2163	•
	190	7 MF	83938	6021	12455	1343	3474	7700	5379	28825	7722	11023	19 .
	1 do so	F	34452	5817	9334	651	1575	4318	3042	5573	4126	2016	Allen
	196	8 MF	78727	5122	11185	1287	3245	7643	4901	27795	7626	9923	DITATION
		F	32871	3331	8521	647	1491	4429	2706	5684	4206	1856	10.00
2	196		78889	4572	11987	1273	3454	8040	4665	27093		10342	1317
	0.02	F	33211	2999	9062	628	1645	4780	2490	5531		1959	2020
	197		80536	4250	13988	1292	3544	8280	4569	27052	7378	10183	
	0176	3593	34432	2764	10661	611	1644	4995	2387	5353	4126	1891	243

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays - Lipp mode	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Anate I	Non spécifié
CELAND	1961		803	332	00371	TATRE	145	100	1464.	36 69	190	DOAL	unalian las
05/4	196		1117	472	4864	1556	193	136	112.000	89	271	CORRECT.	
			1492	473	1000	882	241	172	800	118	288		-
	190		1502	403	611.	1500-7	230	183	59	90	337	Makenine	-
		F	323	205	2 Mg +	* 74.1.	36	18	18	0864	42	•	•
8993	1909		1344	426	1989	E OV	228	179	125	86	350 42	DO AND	
507-0	1970	MF	1/06	507	CERT	4405	226	342	178	87	366	- ()	
	žo.v		422	238	500	905	33	66	46	18 2 3 Y	36	2007 1-	* YM-NON
			174515	17656			178			75.655	3.00	201132	
IRELAND	31960	ME	12/89	5147	1134	102	116	1407	1541	726	1838	780	
704		SEAR	3021	1722	916	aN14	12	316	346	2276	483	1041 12	65
	190		21280	8330	1797	313	355	1878	640	252	704	1016	65
UE I C	154	O.E.	6487	3011	1267	100	64	420	0014	EMERT.			
		0.016	19089	8-576				1295		0.000		NOVE -	200
ITALY	1900		269845	45476	15141	7706	46649	61798	28969	161	31412	4594	220
	2.5	0 F ?	72447	34259	7324	1885	7369	5965 91522	10265	44414	38148	5508	2142
	190		137426	74909	25196 16354	13045 3820	6200	14583	14603	232	6470	123	132
	1900		460458	110048	28761	14840	42737	99578	56313	49534	43938	6288	2395
			161/53	86499	19425	4684	6389	17794	18980	256	7373	151	204
	140		504025	130444	31011	16242	42394	104780	64818 21830	287	50812 8842	7168	315
		F	182958	97619	21510	5329	6548 43337	107586	71992	59835	59048	8289	2713
	190	MEnza	554551	145423	38541	17787					10531	258	435
		Free	206080	107899	27691	5771	6710	22531	23945 78284	511	72490	9854	2654
45	190		622416	160815	49626	6923	7962	114683	25998	307	13470	368	434
	1971	F MF	687242	119564	57937	27280	58747	114266	82486	76921	89537	11406	2064
	25055	2 F 3 3 2	259015	123059	42732	6679	11952	24862	29843	823	18239	516	310
		08773		0.8451 900.55	04000								
LUXEMBOURG	196	MF	147	31	40		23	•	18	1	34	-	
	Trace	0F185	*46	7	8410	Tright.	5	4500	19	15	*10	13 EF	195
	196	METER	016	49	255	Magar	44	100 ×	5	0.529-0	8	-	35
*	XIV.	85155	202	19	120	160	33		30	15	47	-	192
	190	D MF	191	20	109		7	•	9	4	7		283
	196	MEAL	067	47	194	DEE:	38	656	37	6	18	0461	49
	22170	F	197	0020	90	285	40.9	9.6.1	11 41	2	61	ASY: .	54
Eyer	190	B MF	427	86	159	1	55	Tye <u>1</u>	THE STATE OF	4104			
	16EL 14E	BATT	262	37	82	E 1995	3	1	13	2 KO 3 KE	14	NONE .	12 67
JUS OF	190	MF ac	162	84	163	507	25	457	38	5031 E	44	late!	16
UL PERMIT	200	SE CO	163	38	85	881	2	5	15	00214	59		66
	197		363	42	140	20.01	22	3	12	Pares.	20	Yev?	16
		F	152	23	75	1888							
		3228	1812VII	10,8532	2800	7 60	14		74	5		65.000	49
MALTA	196		529	71	174	- 1	5 C S.	HE WASHING	9	DR325	7 79		18
	196	F MF	200 982	263	390	10	18		192	12	9		
	1,0	F	369	50	260	•	1	111	218	4		ugki 🐷	125
	190	6 MF	1264	336	390	50	34		57	A POST	20	carr .	5
*		65.2	413	70	391	20	38	111	235	20	108		284
- 08	26 196		1449	353 90	261	100	3		59	25	142	496.00	259
100	196		1043	486	395	45	60	7111	231	25	142	1997	-
	2846		61054	6.015.0	Takas	50.02	3	0.004	57	20142	23		*30
-		of se	527	149	265	40	50	111	249	51		5091.	264
15	196		1058	496	384 254	40	2 2	- N	75	48564	19	-	*30 371
- 17	107	D MF	1859	167	365	52	76		251	53	162	World P	*40
. (10	8886	SESS	626	206	270	ED1.	3	2000	71	STALS			200
40		- 670a	1709			SHET	21.10						
			49264	rovar					88847				
		STREET, ST.	14 T 14 E	F 2 2 2 1									

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	. Année	Sexe	Saleron S	Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences	Allert A.	Non spécifié
								sociales	exactes et naturelles	de l'ingénieur	médicales		
											100		
NETHERLAN	DS 190	0 MF	106229	13445	20378	7206	3014	11106	6674	30250	6871	2816	4469
	-0-	F	27259	4844	8303	2986	771	3455	835	308 38903	1414	4468	4126
	170	5 MF	152/48	19937	27369	8418	1588	19086 5554	10601	791	1934	401	7574
	140	Y MF	38515	20278	11002	12836	11153	34210	14262	47571	13887	6226	4530 8521
	1,0	F	58320	11623	14944	5284	2334	9713	1940	2836	2767	770	6109
	191	O MF	231167	32500	58758	11414	12763	38892	15345	31064	14637	6283	8913
	GALVIE W	F	64070	15389	1070/	4548	2602	11155	2136	3255	3057	821	6402
	* 1000					1.922	PARTY A						
NORWAY 5	190	0 MF	14288	2823	5353	110	709	402	1910	1390	1180	403	
		F	4862	1085	5029	21	61	30	334	28	249	19	1100
		5 MF	27425	7430	7781	351	1412	1393	4067	2375	1565	524	521
	981	F	9355	3151	4571	53	153	88	616	2592	377	32	242
	190	6 MF	28909	7745	7908	245	1486	1652	4095		1649	572	967
20	196	7 MF	9815 30129	7996	7870	255	1493	127	4025	2796	1840	615	1330
	1,0	F	10195	3299	4645	52	156	166	630	89	486	44	630
		8 MF	41790	10115	8049	2/4	1728	3724	3688	9901	3180	649	482
	298211	SF	12208	4449	4718	54	193	I STEP I	532	235	1/50	60	274
2415		9 MF	46/15	9428	8533	417	2025	297 5217	3871	10020	1450	658	231
	251	OFAG	14027	4124	4801	62	290	459	546	277	2171	43	1254
5.62.2	197	O ME		12216	8064	440	2367	7863	4057	10153	4171	511	205
205	127	EFET	15135	5753	4780	67	378	1450	648	317	1615	40	81
215	0075 07Fee			748980 748980	20,902	80250	538587	TARRES .	130880E7	62670			
POLAND		9 MF	198701	13227	33539	5600	9485	25010	8844	25616	33083	14289	
	1977	F	78873	7409	18525	2349	2748	7976	4675	8416	22460	4317	
452	196	5 MF	339508	20363	18912	7142	13548	46571	16834	96910	33718	25710	
4495	4559	0 Fab	156301	15638	54848	3205	5102	20015	9704	16452	24895	8442	
ASA NEV-ANDS	190	O MF	368893	21668	81037	7409	14570	51978	18437	110989	35190	27615	•
510	196		172689	14694	75952	3393	5653	24637	10620	20344	26283	9773	
	170	F	195415	1/209	55166	7688 3609	16076	33540	12680	26185	36615	32125 12287	
	190	Y MF	417081	20049	73050	7581	15469	65114	22409	136671	37111	34227	
		ME	100			6.5		W.	3.1	147		vakt	分析内有有關多数
292	197	O MF	397897	18258	53604	3640 7600	14859	38328 65183	13331	29500	28499	13213	
	W1500	8F	188754	19547	35748	3668	6741	39220	13935	137651	36106	13412	
		470	-07	5.0		344	0.41	3,220	13933	20701	21410	13412	
33	***							. 404	95	141	4		
PORTUGAL	190	UMF	7204	5973 2802	160	1140	2913	2091	4562	2312	3610	551	725
36	196	6 MF	36552	9634	399	1125	3661	528	1606	171	1084	49	1013
		F	14092	6130	209	538	603	1629	2738	3084	1778	136	1015
57	196	7 ME	39209	10132	579	1226	3882	6376	6439	3214	5580	753	1028
		F	15808	0616	324	598	702	2159	2688	385	2180	156	
/H 188	190	8 MF	42560	10838	591	1271	4188	7090	6832	3592	6508	829	1021
	190	9 MF	46/25	12866	700	1464	808	2411	2726	451	2690	198	807
				12000	.00	1404	4351	7728	6971	3607	7382	843	001
			20508	9099	428	762	860	2599	2761	496	3298	205	
69		UMF	50095	13895	634	1658	4741	8218	6228	4985		911	781
1	-		22248	10087	284	858	1005	2611	2684	735	3760	224	
21	-	194	1.00	10211					7477	37264		casi!	
ROMANIA		O MF	71989	8097	0518	1750	3101	5085	9137	1040 F	2026	0407	
		5 MF	130014	13200	25008	3639	4534	12866	10977	20893 38799	9345	12246	
			51360	8182	14235	1639	874	4279	5628	8132	5230	3163	•
95	10.75	b MF	136948	15390	22089	3817	5845	13985	11435	42924	11505	9958	•
255	190	F MF	141589	17450	13420	1758	1018	4868	6088	9972	6008	2197	
		E	59363	11295	14640	2021	1115	15454	12113	42875	9561	9689	
	1968		147657	19606	24641	4607	6141	17275	13377	10286	5744	2315 9657	
029		F	63286	12378	15267	2133	1300	6904	6861	42700	9633 5931	2513	•
332	ADAD	160 P	66	251	71467	63	3.0			70.59		2787	1 - 12
	1909	ME F	151/05	13390	14783	4657	6203	19467	13956	43624	9742	9299	
	1970		151885	20564	22643	4625	1346	7709	7128	9617	6078	2495	
		F		13856	13824	2059		21016	14901	43263	9898	9074	1 1
		-	65553	12030		2027	1276	8649	7933	9070	6197	2489	-

Country	Year Sex	Total 3	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	- Medical sciences	Agri- culture	Not specified
Pavs	Année Sexe		Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences		Non spécifié
Pays							sociales	exactes et	de	médicales		
	nugoti	a histologii s	CENTRALIES	et with by	August Spell Cy	18 9 1 A	The state of	naturelles	l'ingénieur	CO SET	DEED VY	A COURT OF THE PARTY OF
	Tage 1	- 14 - 10 to 2000		TO SET OF								
saken.	1900 NF	87388	7817	831	11615	13673	6365	13071	11621	19538	2857	- ARTHUR
SPAIN	F	20512	4841	526	6642	910	683	2784	92		4378	girt Tak !
	1905 MF		15987	1374	11953	15307	11950	19545	23002		4378	Supplied to the
-	F		9722	909	3921	2025	2007	5018	126	6380 29430	124	
*3.	1906 MF		16828	904	10756	16241	16850	22019	177	6887	149	•
	1967 NE	The second second	26954	1550	12163	16574	18657	25596	26691	29485	4614	-
73.	1967 MF	158290	12978	498	3080	2492	3798	7140	191	7202	165	
	1908 MF		20707	1585	11492	19126	20000	29707	28487	34364	4787	
		As the same							777	5554	423	Control of the last
	9 - E		1/232	1040	2580	2876	4906	8694	237		123	Name of
	1404 MF	194515	3/426	1978	10924	20363	20347	31724	29810	36827	5116	41
24	5.5	THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	20060	1074	1960	3596	3486	9150 34885	301	9817	5087	
	1970 MF		45715	1712	14253	3917	23373 3762	10519	309	11205	400	3 700
	F	58957	24443	946	3450			200	VSK	a Library	Hear W.	
6	7	170.74	7	1524	1394	2106	72222	5248	5529	5223	696	with a
SWEDEN 6	1900 MF		10082	3524	609	329	548	1337	205	1684	48	
	1UDA NE		10044	9104	1420	3069	22421	10003	8827	7233	973	•
	1905 MF	THE REAL PROPERTY.	11360	7200	652	622	8585	2500	492	The state of the s	134	
	1906 MF		21608	10521	1419	4122	26444	11423	10160		1026	Andreas Park
	1	39588	13688	8405	659	889	9754	2860	10631		160	
	1907 MF		25329	12530	1527	5578	35049	14770	10631	THE STATE OF THE S	167	MIXATERS.
	1572 - (E	46253	14852	9614	821	1134	12799	17232	11599		1161	10.10
	1900 MF	130502	20349	15026	1755	6912	41309	11.54	A LAND			
~		52950	1/922	9971	794	1395	15013	3893	639	The state of the s	192	THE WAY
7C .		52950 F 135047	28863	14164	1685	7740	42765	16039	12889		1307	
1	1964 MF		18556	11249	746	1715	16003	3740	784		1391	
	19/0 MF		28983	16710	1715	7707	47097	14415	14662		1391	
		610/4	10374	13252	805	1840	17715	3294	949	430	Spart	
		ion by shell	11 SEREN						- Carlotte	- US SUO.	-	0.2
181	MARK LANGES	TO 24 . WEST	1902	221	709	1844	2957	4049	2786		373	22
SWITZERLAND	1960 MF		1793	141	82	158	291	496	14		18	7.8
	2 (3.6 WF			725	1044	2698	5679	5849	3621	5337	806	38
	1905 MF	F 32921 F 6526	7126 4946	374	130	317	654	882	29		727	
	1907 NF		0432	1994	1075	3037	6653	6149	3854		72	
	1707	7001	2397	915	151	352	1311	1101	3941		804	902,00
	1908 MF		6998	2117	1081	3400	6840	1189	50		73	
	1	F 82/8	2764	957	159	415	1278 7050	6593	3981		849	
	1969 MF		7490	4451	1152	3530	7030	03				AND PARTY
	A 200 11			2013	175	471	1342	1279	5.5		81	40 12 0
	F		3069	2590	1210	3736	7184	7357	4091		1013	(1917)
	1970 MF		7708	1128	194	544	1384	1361	62	1513	98	State of the last
	,	F 9499	3215		ALL LANGE							AND STATES
UNITED KING	6 DOM						12473	25798	27903	13124	2425	
	AND 1960 MF	F 150/47	68131	210107	***		12473	5107	692		277	48
WALES B	F	F 48927	37237	8000			36059	39733	44167	15957	2833	908
5-70-E	1965 MF	F 261501	121844	001105		2111-	9784	8614	690	4160	397	1387
			73512	URREAL		01117	45256	47859	44516		3006	1387
	1966 MF	F 294415	136046	9.6.	•••	94.35	12456	10144	506		3471	
			83997	500000		2011	57990	52670	49318		595	
	1401 WE	529962	93840	500000		1,,,,	16053	11324	565		4273	
	The November 1974	161201	Mar. 197. (2) 197.	200023		0111	65267	55230	52543	1771	80000	
	1908 MF	F 358202	5 161772	E17857		44081	170/1	11936	685	5717	639	
	551711 70	F 139061	102743	596541		25000	17941	55930	53733		4486	
	1969 ME	F 574119	108526	201105		04115	71429 19585	12092	868			
	1969 MF	F 146/39	107272	219.105		593.0			07.80			
		12020-788643		racous		265.05						

Country	Year	Sex	Total	Humanitie	s Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specifie
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes e naturelle		Sciences médicales		Non spécifié
TO THE STATE OF												-	
NORTHERN	1905	MF	9/21	1976	4181	385	212	891	1335	1610	773	346	8
IKELAND	8 17	F	3203	909	1400	148	25	710	1140	1315	178 831	314	8
	1900	MF	9572 3561	1004	1664	162	253	115	212	39	197	12	1.0
	1907	MF	10135	2328	2561	461	349	684	1282	1234	921	309	
		F	3061	1117	1685	1/5	79	77	250	36	520	16	
	1968	MF	13551	2097	5104	524 211	307	1944	1770 376	2288	1067	230	
	1909	MF	13502	1042	2520	535	313	1711	1926	2232	936	228	
	151	F	4495	1290	1904	215	41	257	438	1965	269 911	19	Sing.
	1970	MF	13790	1395	2005	235	283	1825	2142	1703	301	20	
			4841	1393	2003	233	10000	A		CHAN	3	167 17	
SCOTLAND ⁹	101900	MF	18529	7183			,,,		3964	3024	3510	848	
	1907	+	32092	0164	623	646		11 7240	7984	4167	876 4346	920	3000
	1,01	F	10057	5477	335	170	17 * *	112804	1894	46	1215	118	
	1969		35149	0874	758	965	110 1 0	10578	7995	4655	4358	1020	
		F	11001	4884	429	184	1	2128	1854	64	1280	178	
YUGUSLAVIA	1960) MF	140574	15048	10440	4254	16141	34136	4985	29812	13292	12462	
		F	40700	0615	4791	1548	4180	9514	1935	3337	5405	1377	
	1965	MF	184923	15705	12383	5296	6206	43397 14892	3631	5522	16099	9330	
	1907	ME	62011	10176	36295	2145	25153	41545	10452	>0484	16896	11666	
		F	78026	10103	18865	915	8195	15543	4855	8585	9155	2416	
	1968	MF	231444	22818	37474	5176	28750	42707	11438	51935	18566	12580	
	1969	MF	88380 239701	13841	19481 32528	2276 5764	9922 26860	16830	12440	7926 55361	10108	13698	
	407	F	95100	14228	17294	2517	10250	22036	6034	8899	10724	3118	
		F	282546	25697	13583	6241 2790	11365	78634 33193	13917	11779	20810	3313	
V.S.S.R.													
U.S.S.R. 12	1960) NF	2596157		759635	19406		161873					
900		F	1047846		479372	7908		78858		1019876		67320	
	1965	MF	3860600		1198700	32000		264100		1749900		377100	
	1906	MF	1/15/00		793300	15400 35340		141300		539500	129200	97000	
		F	1865456		839311	16379		290859 165907		1859692		398849	
	1967	MF	4510925		1326694	37107		308891	A DETE	1947253		104119	
	1968	ME	1980693		866307	17427 39330		178437		657781	150577	110164	
		F	2091325		888651	18654	A STATE	328513 192993		2019127		42/492	
	1909	MF	4549585	192964	13/4415	41834		334182		2057274		11/173	
	1970	F	2182069 4580642		908182	20150		200496		759579		123991	
	1710	F	2246970	11275	919600	20235		341375 204561		795397		423913	
										438 dr		10.7	

- 1. Universities only. The distribution by field of study does not correspond exactly with the standard classification used, i.e. social sciences are included in part with humanities and in part (economics) with law and the "instituts universitaires de technologie" are given in "not specified".
- Including West Berlin.
 Architecture is included with engineering.
- 3. Universities and higher teacher training.
- 4. Social sciences are included with humanities.
- In 1968 certain institutions previously shown under vocational education at the second level were transferred to education at the third level.
- 6. Architecture is included with engineering.
- Students enrolled at the faculties of social sciences 7.
 are counted with those of the faculties of humanities:
 figures under "social sciences" refer to the "Business
 Administration College" only.
- Full-time students only.
 Education and fine arts are included with humanities and law is included with social sciences.
- 9. Full-time students enrolled at universities only.
- 10. Education, fine arts, law and social sciences are included with humanities.
- 11. Social sciences and law are counted together.
- 12. The distribution by field of study is an estimate on the basis of the classification used by the country.

- 1. Universités seulement. La répartition par branches d'études ne correspond pas exactement à la classification type utilisée, par exemple, les sciences sociales sont classées en partie avec les lettres et en partie (sciences économiques) avec le droit et les instituts universitaires de technologie sont classes sous la rubrique "non specifié".
- Y compris Berlin Ouest.
 L'architecture est classée avec les sciences de l'ingénieur.
- 3. Universités et enseignement normal supérieur.
- 4. Les sciences sociales sont classées avec les lettres.
- 5. En 1968 certains établissements qui faisaient antérieurement partie de l'enseignement technique du second degré ont été transférés à l'enseignement du troisième degré.
- L'architecture est classée avec les sciences de l'ingénieur.
- 7. Les étudiants des facultés des sciences sociales sont comptés avec ceux des facultés de lettres: les chiffres sous la rubrique des sciences sociales se réfèrent au "Business Administration College" seulement.
- 8. Etudiants à plein temps seulement.
 L'éducation et les beaux-arts sont classés avec les lettres
 et le droit avec les sciences sociales.
- Etudiants à plein temps inscrits dans les universités seulement.
- 10. L'éducation, les beaux-arts, le droit et les sciences sociales sont classés avec les lettres.
- 11. Les sciences sociales et le droit sont classés ensemble.
- 12. La répartition par branches d'étude est un essai d'approximation de la classification effectivement utilisée par le pays.

Table/Tableau 5.3 Distribution of graduates by field of study Répartition des diplômes par branches d'études

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specifie
Pays	Année	Sexe	couce Acoust teles de te teles.	Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales	curture	Non spécifié
NOTATED.	De Virtu		200	TRACT	A35 F.	- 498	1888		naturelles	l'ingénieur			
									ataka dita				
ALBANIA	1900		849	69	205	-	45	139	60	115	90	128	•
	1965		135	17	644	70	30	79	15	163	146	171	
	of a Creat	F	404	35	223	18	3	15	5/	16	33	4	144
	1906		1950	179	774	67	36	97	302	135	171	189	
	1967	MF	1928	237	215 715	12	52	112	320	118	150	180	
		F	496	71	204	12	3	26	105	10	59	6	
	1968		2019	272	615	75	80	160	254	168	182	215	
		F	>50	93	235	16	13	39	64	10	52	8	
	11969		1613	346	75	5.5	58	142	271	242	231	215	-
	1970	F	1/87	167 388	129	8 -	9 9	36	71	31	79	7	•
	1210	F	552	171	47	14	62	132	109	240	103	275	
								1000	7 Fredh	o Townile	0 3017	a believe	
AUSTRIA	1900	ME	3551	312	180	352	750	767	115	589	311	169	
assissi s	all aven a	F	795	180	88	182	96	114	23	10	94	109	
	1965	MF	5220	444	475	392	1226	888	187	799	597	212	
	1966	MF	1340	252	265 531	175	189	153 932	218	895	611	18	
		F	1452	269	272	201	196	174	30	42	226	14	
	1907		5828	526	562	3/4	1295	929	237	1048	639	218	- 410
	1968	ME	6112	285	577	391	175	136	36	49	217	10	100
							1336	1071	215	1045	689	226	
	40.0	F	13/5	250	319		143	156	47	29	245	10	14.
	1909	F	1>34	513 210	349	196	1388	998	252	1211	833	239	D - 15
	1970		6851	650	700	425	1513	1095	267	1114	282 871	199	11
		F	1014	550	389	220	234	161	52	42	276	18	2
BEFGINW	Total 1960	MF	11/18	1109	3700	417	514	1748	928	1308	1419	252	323
	1905	MF	16484	1395	4050	524	81 585	2984	1440	2384	398	1	331
		F	6460	574	2821	139	81	980	474	72	1307	290	10
Univers	ities 1900	MF	1345	1109	145	•	514	1111	858	564	1159	182	63
	1905	MF	7228	1395	271		585	195	281	1	272	1	5
		F	1724	574	114		81	261	355	677	1335	167	114
	1966	MF	7915	1532	545		564	1783	1397	876	1070	150	
		F	1894	630	221		78	362	367	11	220	5	
	1907	MF	8989	1786	440		626	2170	1505	805	1356	186	115
	1968	ME	2369	728 2166	196	Park	89	508	493	5	338	3	9
	1000	F	2837	979	218	LIBRO	813	523	1755	887	1419	203	125
	1969	MF	11000	2270	560		992	2449	1943	937	1532	12 247	64
	1970	ME	11549	2156	506	1000	210	582	669	3	437	10	7
	- Hear	F	3559	1081	231	Trial.	1124	2728 758	1769	998	1843	329	96
							-70	7 7 7	047	10	563	15	1-
BULGARIA	1901	ME	7/99	473	1116	404	20.						
PAPAGET.	1701	F	3350	302	1330	194	63	937 295	140	1264	1139	1172	
	1905	MF	15/22	867	7408	219	79	1624	934	3117	596 431	1043	
	1906	P NE	15821	1070	5035 4448	121	21	751	592	944	277	343	•
	1,00	F	8/61	663	4029	149	62	1691 768	1436	4016	955	1663	
	1907	MF	16209	1038	3440	381	183	1668	1884	1104	1062	1428	
	1968	ME	7534 16028	718	2387	149	42	741	1113	1210	611	563	
	1,00		10020	1103	2002	361	122	1819	1318	4871	1088	1621	
	*****	F	7593	746	2426	172	50	926	729	1372	556	616	
	1969	M F	7/99	955	3861	411	142	2026	1015	4905	1174	1460	
	1970	MF	*16918	1154	2598 *4100	456	255	1009	1264	1471	616	551	
												1105	

Country	Year	r	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical Agri- sciences culture	Not specifie
Pays -	Ann	née	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	Non spécifi
				William Bl St	-		-			Hatarenes	Trigerilea		
				The series		V AZENAUM			100000000000000000000000000000000000000				
ZECHOSLO	VAKIA19	00	MF	10405	390	2819	465	332	788	505	5391 6505	1167 1218 1800 2436	AND THE PARTY.
	5001	60		7223	196	3650	156	145	408	217	947	1017 481	90 .00
			MF	20037	261	5768	5/4	347	1973	738	6661	1827 2490	
	358 7		OF U	8203	145	4198	191	133	634	250	1008	1100 544	-
	08 19	07	MF	20480	355	5957	349	359	1848	666	6667	1773 2508	
	1011		FIL	8582	207	4374	144	118	649	285	1128	1136 605 1767 2035	
Con	19			19119	545	5711	245	428	1508	710	1020	1767 2035 1134 499	
			02511	8116	247	4157	80.72	146	237	200	, , , ,		
	101 19	09	MF	18/01	735	5599	292	505	1341	870	5827	1645 1887	
				8416	350	4100	97	184	517	347	1225	1052 544	7.3
	101 19	10		20162	771	5201	347	593	1597	1295	6349	1935 2074 1241 588	1.5
			F	7522	406	2722	120	254	623	280	1088	1241 588	100
			878	275	515	2005	508				twice		\$2222
ENMAKK		60		5584	634	1939	156	118	440	4.5	1179	629 186	60
PH-15				1970	456	1079	50	26	49	28 13	2-17	272 4	4
		05		6845	737	2760	128	230	514	157	1370	727 213	56
				2709	574	1588	28	43	638	165	1595	716 185	66
		00		7504	626	1679	128	60	89	36	23	353 12	3
		07		7560	902	3013	163	203	674	183	1447	714 208	53
	102		E	3004	691	1738	39	55	105	3 39	27	297 464 9	4
		60		8537	1014	3664	125	289	815	219	1312	802 223	74
				5813	05233	45.46.07	ASETA	71	442	40	27	386 16	5
	990		SOR T	3568	762	3660	209	386	1064	278	1597	1025 219	66
		100	MF	3812	1147 860	2079	76	80	139	51	26	482 15	4
	15	70		10420	1251	3906	207	444	1144	314	1685	1125 284	60
	50 17		F	4107	905	230/	44	112	159	61	30	515 25	4
		and the	*			641	35	154	511	421	298	428 122	211
INLAND	15	00		1009	1164 796	374	33	30	184	140	12.4	251 25	
	4.0	265	F	6256	1844	816	66	289	933	991	440	722 155	
	17		F	3007	1296	460	10	61	398	301	8	417 50	
	15	100		6040	1925	826	87	353	1104	1098	450	610 187 363 46	15.43
			F	3105	1364	447	40.37	90	1254	1235	522	709 192	1112
	15	101		7007	2175	1001	17	155	510	380	23	446 59	1
			F	3//2	1569	855	47	523	1719	1405	548	731 223	Ser.
		808	1040	85/4	2323	4SE1	244			200	1100	421 58	ARRESTA
			F	4490	1712	574	Z# 14	148	869	476	18	743 229	
	115	909		8645	2553	584	68	477	1854	1508 526	629	393 78	-
	154		F	4300	1865	380	31	470	873 2162	1547	759	642 280	-
	15			9181	2554	478	17	128	1064	615	20	301 95	
70			O oF	4588	1870	0988		24050				1021961	
			1337	7887	00000	020		611		0.04	4000	4335 591	
FRANGE ²	- 70315			27499	5970	TAAT*	Y04 *	3446		10681	7086	4750 737	-
		04		39040	10463			6210	The state of	12068	7318	5149 968	-
	15			44166	12453	250.0	842	7012	111	15560	1337	5528 1080	-
	252216			55962	19445	1023	502	1617		4885	314	2131 35	
				21377	12395	40XF		VES	07.97		02111	AND DARK	
	506		1279	2995	028-3			66.20	2467	922	2196	1633 1723	
ERMAN		960		13978	380	3686	478	303 474	2657	1344	3305	2786 1698	-
DELUCRATI	10 19	205	MF	20054	628	6901	609	161	1515	1371	3676	2195 1625	TRAVED
REP.	11500	200	CT6 12.50	18599	413	6981	466	141	1641	1254	4067	2842 1551	200.0
		767		18385	317	6688	411	454	2571	1261	3855	2589 1079	
			F	19268	- 110	2961	144	46	428	230	4934	1228 180 1951 1100	-
	15	764		20524	395	6695	577	548	3198	1126	4983	1694 1360	
		770		22/30	538	7578	617	652					
				78975	5,49170	The same	47.55		-100				
				24500 7470	5570		ALEM!	211	T. Marin			The over	
							21500	Position					
								WALVE.		- F8885		1890 parr	
				TAARS							1911		
				48770									
			10.50	1995	46849			97			49.64		

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specific
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences	Sciences	Sciences	Sciences		Non spécifi
								sociales	exactes et naturelles	de l'ingénieur	médicales		
						Park I		The same of	- E	late of the			True,
GERMANY,	1900		44950	2111	10619		4150	3398	2587	15296	5604	1165	70 / 50 E .
FEDERAL	40.00	V F	9085	558	5920		369	435	15/	156	2000	84	
REP. UF3	190:	MF	15552	1691	19500	***	2452	3338	180	20980	7230	1068	
		ME	66006	2493	11499	12.	5281	4406	3968	25185	9990	103	
	80-05	F	14503	592	4401	901	265	532	212	289	3126	80	
	190	MF	77549	2718	24770	1986	5954	5415	4839	25486	11216	1151	
- 4	TENS.	F	19412	604	13613		396	587	231	336	3505	140	
	190	5 MF	78261	2876	28835		4502	5688	5075	19216	11026	1043	
		F	23087	660	17225		437	623	252	383	3359	148	
-	1909		83/96	2762	36186	457	4136	6096	5199	20771	11501	1149	
	2074 388	tast.	25042	743	1906/		384	625	303	366	3393	161	
GREECE	1900	MF	5391	743	1371	77	603	1333	313	273	578	100	
	196	MF.	6043	685	701	31	751	1290	52		146	4	0.00
		F	21/4	379	831	151	751	1290	131	418	958 232	163	-
	41900	ME	5511	754	192	182	758	1071	630	483	1214	227	
		F	1042	456	141	86	200	274	141	- 16	310	18	
	1907	MF	9000	917	2531	205	869	1336	795	710	1238	401	
	1968	ME	9083	581	1252	96	237	331	189	31	-	32	
	888	A CONTRACTOR	7003	955	1578	286	1297	1755	1115	882	1447	401	
		F	3044	565	760	155	359	434	250	45	408	56	
	1969	MF	9439 3320	1192	1164	298	1178	1865	1206	661	1325	550	
	1970	ME	10123	1279	1248	250	1233	1874	1260	758	414	65	
	285	F	3586	892	635	110	430	626	277	55	1648	559	
				144	WEST !	100	100	1000	609	Tora	410	03	
MOLY SEE	1967	MF	3314	2866	64	65	267	49					
	1968	F	3438	2992	0.0	22	3	10000	4000	1 950	14.	art -	- QR61-6
	1700	SE	39	11	92	63	224	67	275		-	-	
	1909		3583	3119	10/	69	220	68	2921	4 11 TM	1.		
A Company		F	58	11	2015	20	4	3	4587		100	847 .	
	19/0		2937	2506	109	51	204	67	2000 m	Line.			
		0.54	57	25	100	25	5	5	PARTIE -	11530		045	
HUNGARY	1900	ME	6517	562		203	14	466					
19HOUNT	1900	F	2176	307	733	203	63	324 84	140	1452	1040	826	
	1905	MF	18107	1094	4907	175	677	1284	889	185	511	82	77.
	84 1 10	F	6877	576	3354	12	175	557	503	658	1195	3430 433	
	1906		20631	1499	5145	188	777	1547	978	>552	1342	3603	
	1907	ME	7865	1582	3390	84	227	753	510	846	680	588	
	1,0,	F	8683	960	3532	1/3	985 387	1590	1010	3527	1339	3433	3.773
	1968	MF	17814	1394	3925	270	601	1447	907	987 5840	675	2014	1 2244
2		F	20.16	Charle					1,03027	2040	1416	2014	
	1909		18220	874	2986	14/	218	834	540	1171	779	370	
4.0	1,0,	F	7984	1272	2499	150	776	1731	882	5990		2753	- 5
	1970		17126	1070	3620	259	701	1025	508	1283	770	569	
		F	7585	674	2674	138	313	1044	436	1289	1279	1844	
								10.98			9	302	
CELAND	1902		72	18	eres.	148.	14	9	Sta.	12	11111	ANT 3	
7	1965		91	22	-1200	0,635 -	17	13	SAL.	14	1.7	ave.	
7	1906		102	31	1300	454	20	15	015	12		W7 .	
	1908		116	31	ANY A	208	23	12	200 ·	27	25		
	* 100.000.000.000	F	27	16	SARZ.	SKA .	8	29	200	25	M	GVP.	
	1969		106	22			18	20	2	28		1997	
	1970	F	13	6		1111		1	2	23	21		-
	1770	MA	168	55	-	400	27	33	5	17	33	-	100
		F	38	23	-		3	5	1	1	8		
RELAND	1900	MF	3169	1313	535	33	4.7		1200				
1000		F	1194	502	*390	14	47	102	71	177	327	145	
		ME						102	11		108	1	
	1905	F	1789	1007	390	24	72	482	439	255	498	214	

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe		Lettres		Beaux-arts	Droit	Sciences sociales	Sciences exactes et	Sciences de	Sciences médicales		Non spécifié
1		-	seemign?!	er Descript					naturelles	l'ingénieu			
			24 200	****			1057	.707	1644	2105	3/74	571	4.1
ITALY	1900	M F	21899	2911	57/	1/3	4957 777	2787 457	1220	10	739	571	3811280
	1965		29320	6689	1801	760	4599	4672	5736	2790	3586	601	86
		F	10/10	5251	1151	254	808	867	1586	17	757	14	5
	1906	MF	31578	7813	2440	8/4	4349	4827	3885	3170	3627	530	55
	A	Fee	12098	6116	1509	33/	772	947	1675	21	710	470	74
	1967	MF	16164	11493	2181	1420	809	5785 1171	2160	15	4193 789	631	6
	1968		47958	14276	4265	2346	5318	6808	5338	4402	4454	665	88
		For	19941	10863	2766	687	858	1452	2400	33	875	13	14
	1909		57575	10253	4570	2209	5813	8471	6795	5278	5098	731	153
	20 170	F	24127	15727	2955	628	960	1948	2778	42	1012	29	48
	19/0	MF	61001	17464	4628	2220	5924	9150	7562	5249	5935	786	143
		F 4957	26404	14552	3254	724	1017	5555	3320	33	1227	27	28
			A LANG									- 44	
	1966		120	1.05*5	120		405		1,000	A Design	45074	CAMPLES.	
	1967	F	58	- Mill	94	100	545 305	25.4	100	U. Sept	La Fet	POW DIA	-
	500	F	43	210	45	-01-	ex-	400		1500	-	-	•
	1900		107	1997	10/	- E0#	64.5	5070	TATE	- page	10	vally .	
		Fen	47	Water and	41	554.6	242	100					
		1001		4194									
MALTA	1905	ME	211	33	200	835	5	2	1	18	11		
	747000	drer.	147	81	135		15	24	15	72	38	AA BA	
	1968	F	105	31	124		3	0.00	4			IXPRILA .	
	1909	MF	420	70	191	10.	17	23	10	109	100		
		F	144	13	120	48		3					
- M	585	1722	3 (854	9.0	1007	74	356	1462	489	1026	645	384	1321
NETHERLANDS	1959	MF F	17063	1099	4207	22	77	728	39	56	123	30	862
	1905	1200000	26167	1513	9585	506	411	2197	780	8411	132	622	1492 882
		F	7262	444	4055	195	790	1126 3215	1157	7424	892	713	1124
	1968		33262	2069	14609	1269	151	1483	135	465	145	29	1119
	1969	ME	10069	2210	15220	1401	990	4086	1193	6964	170	794	1136
	0.92	F	11482	679	0162	508	209	1912	1639	1709	1332	926	1459
	1971	MF	34001	2713	11188	1374	1216	5045					
		F	10753	884	4964	471	248	1764	165	716	223	67	1431
												APARA	
NORWAY5	1900	ME	1242	252	300	27	83	68	165	254	295	100	3.
BURNOT	1900	E	191	73		5	7	3	408	359	75 250	134	
	1905	MF	2027	472	14	65	106	221	61	11	52	1	N. W. SHAWA
		. LOCK	343	189	8	53	105	286	430	343	261	148	
	1900	Fear	2154	216	1	3	4	15	490	451	65 281	13	
	1907		2499	641	14	40	122	13	68	10	71	7	-
	ASSESSE	FETS	443	250	14	57	174	427	650	471	305	179	
	1908		3183	908	- 5455	dag.		× 1,000		15	79	13	
		Fee	576	343	4	14	225	467	682	627	382	180	-
	19/0	MF	3/58	1075	22	78	33	37	79	16	82	10	•
		F	995	390	4427	0%							
		2586	58.	6550			514	1656	102/	5579	6319	1898	6840
POLAND	1901	MF	33553	1188	4089	349	208	924	578	1110	4992	640	1484
	1044	F2-05	15063	689 2376	28425	955	1571	6259	1992	10633	7652 6138	3608 1080	- :
	1905	F	35227	1440	20221	412	565	2555 8042	3411	1699	9000	4238	-
	1966		72514	3910	26999	727	1718	3825	2020	2525	7110	1388	Charles 5 146
		F	40555	3717	27509	1061	1893	9410	2904	1/238	9382	5161	-
	1907	MF F	78275	2083	21093	465	740	4747	1693	20976	7348	1704 5137	-
	1900		870/3	3372	27422	1460	2867	13304	3230	20710			70
	1 1 1 1				21126	6/0	1290	7244	1819	4952	7893	1901	•
		F	49127	4089	21120	1300	2101	14872	3997	22862	10414 8296	2145	:
	1969	F	89595 49890	2716	18847	637	920	8630	4078	23395	10564	5736	-
	1970		88817	4039	22775	1281	967	14743 9257	2462	5777	8688	2342	-
		F	50001	2721	17820	621	,01		100				

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays	Année	Sexe	Second Signature of the second	Lettres	some Z prices	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	PIO M.	Non spécifié
	1774								***	. 70			
PORTUGAL	1900	F	2189	618 125	120	142	156	148	134	179	146	46	135
	1905	MF	2042	593	145	160	192	407	301	155	333	41	365
	1900	ME	3130	727	109	117	19	128 390	437	201	130	7	
	8 1700	F	1077	230	122	65	35	165	290	12	154	6	424
47	1907	MF	2942	561	160	158	328	372	296	248	522	44	251
	1968	MF	2530	752	110	128	108	133	132	253	231	64	309
		F	882	294	78	83	16	146	91	20	148	6	
627	1969	MF	3698	1028	371	148	281	497	257	228	494	126	262
ELY.		F	1543	541	192	. 86	46	217	165	5.5	249	25	
	75				5555		WSY	4050					
ROMANIA	1960	MF	10296	1119	275	354	893	967	879	2750	1796	1263	
	1905	HF	19840	1903	152	145	226 364	1321	2027	586	1460	1468	a suparalis
1 3 1		F	7/86	1082	2561	268	106	453	1111	1175	751	279	
	1900	MF	20513 8021	1546 936	2654	509	427	1004	1630	7560	1713	1567	• •
	1907		21041	1967	2462	643	603	1506	1697	1578	1590	1703	
	* D * V	F	9075	1303	3218	300	133	504	947	1459	869	342	
	1968		23/88	2779	5862	795	1133	1564	1910	0463	1501	1775	
	1909	F	10248	1689	3652	353	172	546	1037	1595	836	368	1033
	1909	F	10/96	1945	3498	746 345	1029	1975 718	1899	1635	1510	1747	
	19/0		28170	3197	5560	705	1286	3693	2016	8121	1566	2035	
		F	12539	2035	3455	342	262	1705	1138	2102	995	505	
SPAIN	1900	ME	6449	825	159	594	1427	200				1212	
		F	1491	477	92	339	66	231	638	571	1722	282	MAJESTICANO
	1905	MF	1892	1074	92	638	1232	526	1169	1206	2490	192	
	1906	MF	9257	1588	300	634	158	400	1355	984	2470	231	
9959	1907	F	10559	902	209	248	182	65	311	11352	566	4	
	381701	F	2411	1004	228	210	211	141	1472	1078	2837	196	
	1968	MF	11/51	1721	333	503	1637	749	1681	1581	3156	390	•
	0.0.0	F	3227	1035	214	114	252	147	590	9	857	9	
	1969	F	3512	1973	395	145	1340	984	1952	1725	3368	586	
	1970	MF	14556	5180	6'''	531	1678	169	2141	1829	834 3416	27 399	
		F	4118	61684		168	318	230	734	13	951	20	Aesko
WEDEN 7	1900	ne Z	7/30	1947	1541	004	1.6	25500	570	2005			
	200	F	2901	858	1027	+105	248	106	162	920	1500	191	
	1904	MF	11099	1543	5001	296	307	1424	1242	1235	1852	203	
	1906	MF	13496	2008	3444	119	362	418	357	51	732	10	
	W-3 1	F	6586	1152	2895	158	63	711	1559	1354	2128	244	
N 4 10	1967	MF E	18158	1451	4207	280	369	3213	1752	1558	2439	285	
	1908	MF	21578	2932	6879	145	416	1121	2067	1796	956 2582	227	
			10192	1895	4851	142	70	1546	580	200			
	1909	MF	23066	3491	6764	251	461	5672	2516	1969	2506	25	
	19/1	ME	25147	2403 3828	4862 6050	110	93 567	2086 6699	72/	108	1062	30 -	0304/14
4		F	11/52	6597	4434	113	125	2409	658	142	1212	272	
	1900	3002 MET 13	Washing.	TEND		HAXI	13.5	AAAAA	19850	72542			
WITZERLAND	1965	MF	2756	320	!!!	43	326	351	456	439	392	40	
	1909	MF	5158	121	1919	169	588	1518	1028	621	310	60	
	1970		5049	799		117	587	1158	1069	641	583 572	110	•
INDLANT		15454	2022		17845	1291		05775		35192			
									2512				
							1887						

Country	Year Sex	Total			Fine arts	Law	Social sciences	Natural sciences	Engineer-	Medical sciences	Agri- culture	Not specified
Pays	Année Sexe	ant) Book	Lettres	LEAT AMERICA SOLOT TO SOLOTION SOLOT TO SOLOTION	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de	Sciences médicales	ABBLEVS ABBLEVS	Non spécifié
	ALDER TRACES			ver alliare		- Briton	algre lo s	160 des en	funk so	Adday in	14 095	and the
UNITED	101902 MF		13418	in al. A yes	PRINCES	10000	4405	9215	4880	4502	868	AXB .
KING DOM9	1966 NF	56586	9733	5872	1547	1859	8942	13402	8668	5424	1139	
and the state of the	and the second s	15254	4665	2640	450	239	3108	2771	64	1190	127	100
	1907 MF	18118	10892	3130	1788	2009	11005	15631 5369	9684	1456	1220	mI .
	1908 MF	68040	11993	7975	1986	262	11302	16296	110	5823	1100	TAK .
	35 3271-23p3	19490	5846	3751	561	322	3810	3490	161	1401	148	#X -
	1969 MF	73580	14635	8444	1495	2159	13607	17018	10945	5990	1287	FYR .
	wieston melos	20986	0354	3919	382	345	4484	5720	142	1444	196	
	19 / U MF	80040	15487	9868	1658	2378	14773	17865	12075	6589	1347	95 -
	F	23235	6748	4941	442	406	4726	3927	221	1613	211	
ENGLAND	AND 1900 MF	60940	20335	p swe mold	zouby ()	a	4967	8516	16877	3620	625	
HALES 11	F.	17899	14035				1505	1387	172	728	72	VA 77
	1965 MF	85013 90465	35218	***	•••		11533	13713	19635	4383	731 884	
	1967 MF	110073	45783	to fae est)	amento 1.5	8 52 8	17104	17894	25453	4848	991	N 15
	1908 MF		51272	0 10 000	1924934		18518	18556	21936	4823	887	19
		1900	Total Committee									
NURTHERN	1960 MF	1298	266	288	95	20	91	221	182	92	43	er •
IKELAND	1900 117	410	99	155	54	1	22	44	2	17	27	
INCLAND	1905 MF	THE RESERVE TO SERVE THE PARTY OF THE PARTY	332	771	35	31	109	272	345	122	215	- a
	PATRICIA F		169	508	20	7	21	55	740	35		
	1966 MF	2294	396	767	35	43	128	308	340	112	165	G
	1967 MF		176 475	507 855	21 43	43	152	334	405	113	136	
	fundly add par		253	567	26	4	15	68	thrance by	28	202 -	
James	1968 MF	The second secon		1015	66	60	232	347	439	128	55	
	sal come o'pus	1050	251	650	mounting.	4	32	65	4	29	7	
	1909 MF			1048	5 of 50	67	236	387	414	166	53	•
	F	1701	258	675	5	8	32	83	11	26	5	12. 21
		3180		1046	51	70	297 63	518 125	400	138	51	
	damarizor:	1278	343	689	xon Live							
	0						174	986	819	674	345	2
SCOTLAND	1900 MF	7304	4304	•••				900	017	014	343	
W/2010 P		THEFT			7	****	4177	848	4901	1961	2523	
AMERSTAATA	1901 NF	23260	1995	2680	755	5443 587	951	402	479	690	304	
	- 0 - N - N -	6019	1789	1170	1057	3047	6858	965	6044	2616	1933	-
	1965 MF	29272	1065	2150	401	680	1846	360	754	1238	217	•
	1906 MF	29761	1483	5994	1080	3050	6769	1075	6198	2465	201	
	F F	9269	869	2682	453	697	1995 7354	1137	5643	1247	1688	
	1967 MF	31412	1540	7220 3534	961 394	3239 851	2418	459	664	1320	174	
	1968 MF	10699	1494	8420	911	3636	6792	1121	5554	2455	1521	
	1700 111	31518				091	2290	448	783	1277	165	-
	F	11539	851	4385	359	984	6940	1475	6033	2859	1514	
	1969 MF	32917	1760	830/	960	936	2375	650	916	1588	218	
	1970 MF	12007	1874	9190	856	2951	5829	1492	6076	3022	1530	•
	FIRE TAKE F	13033	1139	4962	547	882	2147	669	775	1648	264	
V.S.S.R.										20444	74 700	
V, S, S, K, 12	1960 MF	325499		121767	2516		24728		114045	30644	31799	
-4 = 5 4 5 1/4	1900 MF	431/90		154890	4531		34576		170358	32481 33500	34954	
	1906 MF	479400		172600	5400		38600 39428		190100	36225	44011	
	1907 MF	510586		187149	5534		45400		216980	39619	53484	
	1968 MF	564934		203397	6714		50857		242419	42975	68657	
	1909 MF	630837		219215	7000		52000		274000	46000	64000	

- Not including diplomas or certificates not equivalent to a first university degree: 572 in 1968 (education).
- awarded by universities and the schools of engineers. The distribution by field of study does not correspond exactly with the standard classification used, i.e. social sciences are included in part with humanities and in part (economics) with law.
- Including West Berlin. 3. Architecture is included with engineering; data referring to other degrees in fine arts are not available.
- 4. In 1966, the duration of studies in teacher-training colleges was prolonged.
- Universities and equivalent institutions only. 5.
- Education is included with humanities. 6.
- Architecture is included with engineering. 7.
- Education is included in part with humanities and in 8 part with natural sciences.
- Data refer to degrees and diplomas awarded by the 9. universities only.
- 10. Education and fine arts are included with humanities 10. and law is included with social sciences.
- 11. Data refer to all degrees and diplomas awarded by universities and teacher-training colleges, but only to the more important awards made by establishments of further education. Education and fine arts are included with humanities and law is included with social sciences.
- The distribution by field of study is an estimate on 12. 12. the basis of the classification used by the country.

- Non compris les diplômes n'équivalant pas à un premier grade universitaire: 572 en 1968 (éducation).
- Data refer only to the principal degrees and diplomas 2. Il s'agit des principaux grades et diplômes délivrés par les universités et par les écoles d'ingénieur seulement. La répartition par branches d'études ne correspond pas exactement à la classification type utilisée, par exemple, les sciences sociales sont classées en partie avec les lettres et en partie (sciences économiques) avec le droit.
 - Y compris Berlin-Ouest. L'architecture est classée avec les sciences de l'ingénieur; les autres diplômes en beaux-arts ne sont pas recensés.
 - En 1966 la durée des études dans les écoles normales a été prolongée.
 - Universités et établissements équivalents seulement. 5.
 - L'éducation est classée avec les lettres. 6.
 - L'architecture est classée avec les sciences de l'ingénieur.
 - 8. L'éducation est classée en partie avec les lettres et en partie avec les sciences exactes et naturelles.
 - 9. Les données se réfèrent aux grades et diplômes décernés par les universités seulement.
 - L'éducation et les beaux-arts sont classés avec les lettres et le droit avec les sciences sociales.
 - 11. Les données se rapportent à tous les grades et diplômes délivrés par les universités et les écoles normales supérieures, mais seulement aux diplômes les plus importants conférés par les établissements d'enseignement postscolaire.
 - L'éducation et les beaux-arts sont classés avec les lettres et le droit avec les sciences sociales.
 - La répartition par branches d'étude est un essai d'approximation de la classification effectivement utilisée par le pays.

Table/Tableau 5.4 Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
 B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- $C-Post-graduate\ university\ degrees\ or\ equivalent\ qualifications/Grades\ universitaires\ sup\'erieurs\ ou\ diplômes\ \'equivalents$

Country	Year	705		Total number of gra			Female graduate	
Pays	Année	755		Nombre total des di	plomés		Diplômés du sex	
Zeer -	10077	5 (5)	Α	2199 B. W.S.	192 C Lacti	Α	1000 B	С
		012		CT20-F &6	Server aver			
EURUPE		1						
ALBANIA	1900		203	646	1500 - 31	35	100	105.00
Talking a	1905		591		o • n531	223	181	
92	1966		729	1221	E MANY	205	197	
	1907		051		* 9000	197	299	
	1968	858	572	1613	A SAME	227	303 431	
	1970		***		TA CAST	:::	552	
	1977							
AUSTRIA	1900		94	2300	1151	81	537	177
U88101U	1905		159	3540	1515	117	901	322
	1900		162	3788	1658	117	971	344
	1967		182	3819	1827	136	950	343 346
	1908		- 174 211	4187	1751 1903	111	1085	338
2487	1970		274	4400	2111	102	1075	437
2703	7645			V408 7-01	2420			
6508								
BEFOINM,	161905		•		1895		1169	555
	1906		10	5923	1982		1309	,03
BULGARIA	1961	111	1947	5852		1275	2075	
C D. S. CHILLIAN	1905	110	7239	8485	- 51	4958	3698	
	1900	146	4242	11579	. 22	3931	4830	
	1907		3507	12902	1	2338 2360	5235	
	1968		3581 3538	12647	1	2465	5334	
	1970		*3831	1308/		*2701	6031	
	1.10						1045	Quagan;
190	410							-
CZECROSTON	1965	985		18981			7223	
	1900			2063/			8203	
SALTES.	1907	PES .	-	20480	150 - 230		8582	13.11
	1968	280	•	19119	85 • 00V		8416	18 16 4
	1969		:	18701	186 . 9167		7322	
	1970	1101		20101			1000	
	23309			465			NOW?	,
DENMARK	1960		3608		60 547	1714 2354	351	4
	1905		4923	1913	56	2533	385	3
	1966		5437	2001	53	2570	430	AT.4
	1967		6042	2421	74 185	3019	544	5
	1969		6500	3091	60 695	3134	739	4
	1970		7056	3324	60	3424	13'	
	(S1370	2359					1279	15
FINLAND	1960	1058	629	2900		515 773	2192	42
	1905		1167	The second secon	343	712	2430	23
	1906		1395	5158 5802	410	949	2774	49
	1967		1406	0491	417	1123	311/	50
EST	1909		1061			808	3420	64
165	1970		1205	7519	457	898	3626	
	422	*					Yawyas	
887	2253	9	743	21646	5110 -		300,,,	,,,
FRANCE ²	1960			31990	10465	112	3 10 10 10	.:::
PX5	1906		1722	40025	14215	693	15117	5567
GERMAN	1900			15978				-
DEMUCRATIC	1965			20054	•		4822	:
REP.	1906			18399		27		-
	1967		-	18385			5479	•
	1908			20524			7774	

Country			that used To					emale graduate iplômés du sex	
ays	Année			ombre total des d B	plômés C		A	B	C
No.	8000°	muph as noticed	A number	sentimonic lik	nteresti de la companya	ne allegations and		1007 - D	
ERMANY.	1960		11446	2/599	5885		104	8691	890
EDERAL	1905		16053	36715	8068		207	14284	1043
EP. UF3	1900		18121	50034	9972		252	17607	1553
	1967		13322	54462	10477		196	21236	1655
	1909		15598	57685	10515		210	23127	1705
RELGE	1960	255	1509	3882 4624	293		949	1180	45
	1965	CDS	1/26	5002	192		4266	1350	26
	1967		42009	0151	240		41330	1710	57
	1908	7.55	1037	1775	275	226	825	2182	37
The state of the state of	1969		1225	7953	261		668	2611	41
	1970	117	1342	8524	257	AND NOT THE	729	2824	53
	****			1590	325		28	9	
IOLY SEE	1967	233	1411	1580	378	139	20	19	
346	1969		1448	1940	395	508 000 23	19	10	
481	1970		1163	1475	299	AMP last on	26	31	1
		SERVICE A		197 17,50					
UNGARY	1960	205	253	855	5209	Administration	253	480	1443
	1965		6444	1875	9825		2636	1669	402
	1970		6546	2085	8497		2860	1251	341
	TAGE			500 55	96	0.7		49.01	
CELAND	1902		12	60	THE REAL PROPERTY AND ADDRESS OF				
STREET, STREET	1905	A TATAL	14	71	Ship to		-	A PARTY	START.
	1906	25.60	12	90	Mount.		,	***	
	1907		27	89	CONTRACTOR OF		***	141	
of the latest	1968		25	100	ONE TO A		THE REAL PROPERTY.	26	100
	1970	2465	17	141	10		1	35	
RELAND	1900		535 549	3325	510	THE RESIDEN	+390	614	194
	4224	4. 1	-		Far		396		
TALY	1900		630	21269	495 -		259	6616	
	1965		980	28340	285		483	10227	
	1906	4	1562	30010	var .	***************************************	793	66305	
	1907	-	1579	38955	192		784	15380	ii ii
	1908		2052	45900			1011	18930	1
	1969	APER	1440	55935	40.	5808	627	23500	
F 10 %	144			41	W.	27.44	558	25846	NAME OF
ALTA	1905	0525	214	54	5	1820	135	101112	
8	1968	REGE	287			SAUN	135	10V 30	
il .	1969	7845	296				126	909117	
ETHERLANDS	1965		18910 23336	3340	3911 5891		5359	1370	53
	1909		24503				8261	1657	90
	19/1	525	20752	4875	8974		7571	2055	132
65 1 T	1115 1116		9		40				
RWAY	1960		- 91		960			68	14
4.0	1905	9.69			1422			178	16
	1966		•	738	1416			204	18
	1967		-	1308	1651			255	18
	1968	F 8 7	1 4 4 5 5	1308	2250	8614	-	337	23
	1770	570		1541	2230			385	27
	111							5093	7.675
-						* **		1995	
	2570					*1 - 1 - 2 - 2		1805	
		700						TOWN	
	4412							NAME .	

Country Pays	Year Année		Total number of g			Female graduates Diplômés du sexe	
		A	Nombre total des	diplomes C	Α	Diplomes du sexe	C
tralmanni'h to		WAR ENGINEERS	ANT UND	DE BIGGAS		1472/12 13 3	TOTAVA CAS
The THE SET II AND			sandoun -				
OL AND	1901	4 9 4 7 9	5	5 20 20 5	71.62	5	5 7604
QLAND	1965	12128	51.1	521205 29000	7462 24865	5111	510362
	1900	77057	6730	27652	28351	5' 1 1	512204
	1907	38468	1906	31901	29078	5' 1 '	14527
	1908	40394	10320	36959	30406	2254	16467
	1060	40504	11985		29552	2901	17457
th and owns as	1970	38521	13184	37112	29481	3724	17456
	198						
the stell feet and	a hebert to	in troublet is son	500 500 42	100 100	diplocat tracing		
AIBAMC	1900	James Long Education	10296			3654	time at Lare
	1965		19840			7786 8021	
in the authors, I	1966	tens an Inprocess	20513	74 5 100	WAL MENDINGE DES	9075	
MERCHAN MODERN	1967	sautex firm was and a	21041	Wallow The L	MALERY STATES		A
	1968	sessives pres card	23788	THE OWNER OF THE	dales id spile en	10796	who were to
	1970	and Ideas and supple	28179			12539	-
	177				AND THE RESERVE OF THE		
			pasabeta				
MIN	1900		5750	699	BLANDS A.	1357	154
	1965		8004	615	•	1790	102
	1906	Market Bridge	8717	540		2487	101
	1967		10097	462		2871	105
	1968		11251	500		3122	*115
	1969		14336	*540		4118	111
	1770			•••		ALC: NO IN	
EDEN	1960	2837	4385	519	1563	1301	37
	1904	4417	6011	671	3102	1913	81
	1406	5180	1423	893	3731	2547	108
	1967	5876	11348	934	4082	4347 5611	156
	1968	6132	14271	975	4445	6722	150
	1969	6473	10360	1033	4327	7130	275
	1970	2777	17700	1440			
ITZERLAND	1900		1734	519		111	111
	1905		2310	620	The same of the	697	111
	1909		4241	891			141
	1970	•	4063	986		741	79
ITED	1906		38820	17766	•	11024	4250
ITED 6	TATE OF THE PARTY		44750	20042	and leaving the s	15249	4869
NGDOM	1967	24	4/114	21526	(A) (A) (A) (A) (A) (A)	14186	5510
	1969	24 244	50161	23419		15292	5694
	1970		55100	24940		16690	6545

			2002	20564			
ENGLAND AND	1902	29/71	26947	10564			
WALES 7	1400	30104	32688	16009			
- 1000 TATELON	1966	41051	42839	18977			
	1967	48257 50742	45051	20199			
	1968	30/42	42021				
						792	25
NUBTHERN	1905	417	1675	142	11	791	20
IRELAND	1966	340	1806	148	8	921	33
" WE TWEE	1907	384	2020	150	19	888	144
	1968	323	1989	465	12	961	128
	1969	580	2125	539	13	1068	197
	1970	364	2280	737			
							7.
GUŞLAVIA	1901	9984	12923	362	2527	3420 3799	157
4-48444	1965	15900	12778	594	4781 5277	3840	146
	1966	16414	12765	582	6549	4014	136
	1967	17695	12938	579	7241	4167	131
	1968	18231	15025	654	7463	4901	243
		17659	14215	1045			
	1969	17347	14434	1041	7654	5135	244

- 1. Universities and equivalent institutions only.
- Data refer only to the principal degrees and diplomas awarded by universities and the schools of engineers.
- 3. Including West Berlin.
- 4. In 1966, the duration of studies in teacher-training colleges was prolonged.
- 5. Awards at level B are included with level C.
- Data refer to degrees and diplomas awarded by the university only.
- Data refer to all degrees and diplomas awarded by universities and teacher-training colleges, but only to the more important awards made by establishments of further education.

- 1. Universités et établissements équivalents seulement.
- Il s'agit des principaux grades et diplômes délivrés par les universités et par les écoles d'ingénieurs seulement.
- 3. Y compris Berlin Ouest.
- 4. En 1966 la durée des études dans les écoles normales a été prolongée.
- 5. Les diplômes de niveau B sont classés avec les diplômes de niveau C.
- Les données se réfèrent aux grades et diplômes décernés par les universités seulement.
- 7. Les données se rapportent à tous les grades et diplômes délivrés par les universités et les écoles normales supérieures mais seulement aux diplômes les plus importants conférés par les établissements d'enseignement postscolaire.

Table/Tableau 5.5 Distribution of graduates by level of degree or diploma and by field of study Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalent pas à un premier grade universitaire
 B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	iveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe Level/Niveau	7 4 m 6 4 4 3 W 15	Lettres	2354	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
	ias	490	203	FAMA?	203	800	164	FEWA	1,332,741	11.195		10	
ALBANIA	1960	MF A	203 646	69	-		45	139	60	115	90	128	
		C	-	-	750		1.	1885	-	WEST.	2764	4092 -	
			AL SO CEE		WEST					114840			
		F A	35	17	35		5	22	13	- ;	31	11	
		B B	100	1,				- 140	-	widow.	Alexa	-	
	EAK	135			755		1215						
	1965	MF A	591		591		7.0	79	280	163	146	171	
		8	1129	139	51	70	30	- Links	200	-	200	PX-9-1	-
		C	1205 Mance	- CT 9057	96185	233	Ni obs-	V98					
		FA	223	•	223				100				
		В	181	35	-	18	3	15	57	16	33	4	
e.		- C	15 De61	185898	12.5 1.5 6.9	200	1300	1000	IS HEX	17600	To a		
	1968	MF A	572	1878	572		-			-	3.		
	1,00	В	1447	272	4.5	73	80	160	254	168	182	215	-
		С	•	-	-	•				The second second	Bullet.	POTTALARY	
		FOAT	227	300,002	227	-155	REMES	- CES		3 0 - DAD 1	100.		-
		8	503	93	227	16	13	39	64	10	52	8	9 - 5
		C	-	-		-			-		-	and a land	•
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		B	3546 1515	38	7	3/-	574	308	187	84	6	42	
		12451	2007	255				25/15	go.	3353	-3.	-	
		F A	117	84	30	175	100	100		28	221	11	
		B	901 322	135	233	1/3	89	50	36	1	2	7	ANAPESO
			522	133				MENT		4000	A TILL	1000	*****
	1970	MF A	274	214	59	105	751	701	-13061	964	867	160	2
	7	B	4466	22	73	425	762	393	267	150	4	39	9
		C	2111	414	, ,			6261	450		4		
	3 43355	FA	102	42	59	• 4	- 1 · • ·	1		41	275	13	
		- 8	1075	15	294	220	137	120	52	1	1	5	2
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	Ers	210		Ser						10	100		
BELGIUM'	1966		10			-	524	1475	771	846	940	127	-
		В	5923	858	382		40	308	626	20	130	23	-
		9.5C	1982	674	161	100	63			YEL	0		
	27	241	0.5	8.5	-			-	- 7		206	4	
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Country	Year	e	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specifie
Pays	Année	Sex/Sexe	eritorigene-to-A	Lettres		Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifi
					23 63 (90) (90)		teogrammavar matrias a 3/2	an amendmental	CONTRACTOR	STEER POLICE			
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BULGARIA	1901		5852	473	190	194	206	937	271	1264	1139	1172	
		Summ (A Company	edinore	3-0-00		100	Man Tar			E.E.	•	
			12/5	***	1275	91	63	295	140	257	596	264	
		- (2075	302	61	-	•	205	-	205		1200	Mirae
	196	ME	7259	-	1239		Lan Con	CAN INCHES	Street Street	grades . C	trettere.		see.
		. 1	8483	867	169	219	79	1024	934	3117	431	1043	1/2= •
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			13087	1154	269	450	255	1915	1264	5588	1101	1105	•
0 10	4			10	2.7	4	T. Up		35	107			
			42/01	770	*2701	256	115	987	799	1860	636	513	:
	1		-		-			47.5		415	A 40	1517 .	
	512	20					100						
CZECHOSLO	VAKIA190	0 MF /		223	2819	274	222	700	****	*****	4447	4 2 4 9	
		53			2017	270	222	788	301	3391	1167	1218	
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		27	e Eng		572	Bea	522	561	24	ADES	2 *11	98.41	ALA NO
		F = /		196	3050	150	145	408	217	947	1017	481	:
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	1970	MF /					581	7.6	9.0	237	2 .		
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			E - 683		510	528	290	0.74	15	MARI			
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DENMARK	1900	MF A		139	1939	156		400	-	803	171		
	001				405	75.0	118	40	43	376	458	186	60
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		- 0	>6				-	48	157	455	517	213	56
* 11 -		FORA		515	1588	436		55	956				
		B	351	59	:	28	43	6	38	20	196	15	:
	4		1 16	212	885	45		-			-	•	
	1970	MF A	7036	408	3846 60			976	483	1123	248		:
		C		400	-	207	444	168	314	562	877	284	60
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Country	Year	ean	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe Level/Niveau		Lettres		Beaux arts	Droit	Sciences sociales	Sciences exactes et	Sciences de l'ingénieur	Sciences médicales		Non spécifié
		S 7						WEY.	naturelles				
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FINLAND		PIF A	2900	1144	55	55	118	>01	389	286		118	2817 F39
		C	85	20	+50	648	7	10	32	12		4	
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		B	12/9	789	45	5	12	1	4	1	1	1	-
		C	15	7	-		12						
	1905	MF A	1107		792		80		-	484	295 367	137	
	1,00	В	4/46	1791	21	00	188	898	894	384	60	18	
		G C	543	53	3	-00	21	35	71	30	•		
Į.					155		39	e la		105	279		
-		F A	2192	1285	455	10	20	395	185	8	131	46	-
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	1970	MF A	1205		644		142	290 1818	1409	692	466	256	-
Park .		5 OB	7519	2473	59	46	300	54	138	67	53	24	
-4		C	457	81	12						1000		
		F A	898		439	4	72	271			112	89	
		B	3626	1852	38	15	53	787	595	17	7	6	
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												DELLA COL	454240
2	***		143		*27		498		-	-0-1	245 3958	591	-
FRANCE	1960	MF A	21046	4038	-075		1886	117	6273	4900	132	-	
		C	5110	1932	7.0		1062		1984		, , , ,		
1 2 22							1080	1000			291	•	•
1	1964		1371		-33	100	2889		6428	7086	4349	737	
		8	28811	3141	-		1354	111	4255	A	110		
170		C	8658	31.41			2000			- 17	299	MATE .	•
	1960	MF A	1/22		*14	•	1423	111	8972	7337	5118	1080	
100	107	В	40025	13637	-011	113	1708	111	6588	•08	111		•
4		E S C	14415	5808	•		1700	111			299		
			643		*00		394			514	1791	35	• 11
	-	F A	15117	9097		•95	924		1929	314	41		•
		C		3298			299	111	1927				
					To the second					7404	1633	1723	-
GERMAN		MFA	* 3070	380	3680	478	303	2657	922	2196	1033		
DEFUCRATIO	REP.	C	13978	330					•	II THE STATE OF	V. II		
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		C	E 1970		The state of								1.0
	10.7	U MF A			-		-	3807	1501	4983	1694	1360	Acres of Control
	197		22/50	538	1578	617	652	3001			A	1777	238 Y . 20

Country	Year	xe Viveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specifie
Pays	Année	Sex/Sexe Level/Niveau	Selumps de l'impiritation	Lettres	Service sicular	Beaux arts	Droit (1993)	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	alona.	Non spécif
GERMANY,		mF A	11446			1115	-	-50		11440		TOTAL NA	THATA
FEDERAL	PEP. OF	C	27599	1445	10619		3502	2913	1366	3440	3599	715	
			2003	000	•	.,,	648	485	1221	410	2005	450	
4		F A	104				-	**55		104	500	-	
		988	8091	427	5920	110	342	389	65	47	1438	63	
		C	890	131	•	***	27	46	92	5	568	21	
-	1905	MF A	16053	-	-		-	774		16655	1	0070 .	
		300	30/15	1019	19500	1000	1934	2985	2085	3843	4661	688	
		C	6265	672	•		518	553	1289	484	2569	380	
		FA	207		- VIII-					207	A red		
-		Б	14282	263	11499		219	345	106	71	1701	72	
	4	C	1043	118			20	23	74	- 20	777	31	
	1969	ME A	15598										
2 5	838	E	57083	1742	52182	1647	3415	5548	3049	4332	4443	757	
		C	10>15	1020			721	548	2150	841	6662 4839	753 396	
											- 200-200	-	
		F A	23127	518	19067		359	590	-	21008	4.4	-	
		C	1/05	225	17.007.01	122	25	35	204	10151502	1266	111 50	
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GREECE	1960	MF-A	1509		1371								
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-		C	111	1.1		1067	• • • •	1175	313	273	578	100	
											***	***	•••
	727	+ A	821	537	701	*H07	-	138				8.97 .	
	200	C	111	111		31	96	152	52	3rns	2 -2/17/2	4	
					138					.,,	***		
	1905	MF A	1/26	470	1608	1424		118	-	(#S) N		894 ·	
	Book	C	4624	15	100 011	151	744	1167	590	406	735	161	
			2,2	12	7.63		7	5	29 100	12	223	2	
	A 1110	FA	949		831		-	118		- W.O.	10 TeV	-	1000
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			45	2	7.1	• 42	1	•	0.05	3000	33		
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46	19/0	MF A	1342	-	1248	1907		94	100	Tolde.	100 W1 0	49 F -	10/05 9 17
	6311	100	8524	1251	4502	250	1228	1774505	1240	743	1481	549	CARDINA.
		C	257	28	-		5	6	26		3		
SEMPLES.	W 1899	F A	129		635			94	20	15	167	10	
-	3544	B	2824	885	7765	110	429	532000	276	53			
		C	53	10	-		1		-				7
*		DR.	NOTE: N		1128			44	1	2	18	1	
DLY SEE		A 900 F	EBYA	1 Surue r	Anne -		2573	25.551	1050	188155	Marie a		
1061 355	19/0	B	1163	1304	58	25	81	26		-	2.*	-	
		C	299	227	4	26	59	34	-				
						1212	734	50	125	433	517		
		F A	26			14	3		-				
		C	51	16	-	11	5	2			-		•
							65	•		•	11.		

Country	Year	iveau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
ays	Année	Sex/Sexe Level/Nive	2 ebracies8 s resolution (Lettres	Separate American	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	odin A	Non spécifié
HUNGARY		MF A		-	25.5 855	10.	-		- 02	- Day		and a	Y_761
		C		562	033	205	493	324	309	1452	1040	826	-
		E A	253		255			745		4.5			_
	7.7	OL B		14.52	480	700	4.7	100	19.9%	A 08		-	-
		C		307	-	71	63	84	140	185	511	82	-
	1905	MF A	6444		1845			542		1911	A 94 20	2148	
	100	8 8 dB	3064	17.50	3064	14764		1.00	₩.6.0	1-843	-		-
		C	8549	1094		175	677	742	889	2545	1195	1282	
W		F. A			1685			231	-	281	4 .	230	•
		2 G R			1669	14011	176	# D	505	35/	571	203	
		- c	2/83	576		72	175	326	303				
-	19/0	MF A		-	153/			897	*	3166	A SET IN	946	-
		C		1070	2085	259	701	807	808	2675	1279	898	
			0.471									4.75	
-		F A			1425	•	-	583	. See !	729	A	125	
	44	C		674	1251	1 58	313	461	436	560	715	177	-
ICELAND	1902	nF A	12							14	5 40 40		Acarn
APPLIER	17.01	В		18	- 1000		14	9		100	19	-	-
-		- C	- F1115		/-		-			•	384	-0	00 m
	1905	MF A	14					100		14	100	•	1
	10.55	В		22			17	13		38	25		Very To
		C	7600					•	-				
	1970	MF A	17					F#2.5		17	A THE NEW	100 mag	
		- B	141	45	200		27	33	5		33		7.7
-	*	C	10	10	200	1000							
		F A	-1	0	18000		•	457		1	•		
×		B	35	21			3	2	1		8		300
-		- C	2	- 1. 2	193	•	•						
IRELAND	1900	MF A	535		535		1-14	(40.000)	-	171	306	137	adulish.
860	-	B	2124	893	•	32	39	516	40	171	21	8	
	5.05	C	510	420	700	1	8						
	ε	F A	*390		*390		90	1000	-	- 20	106	1	
	~	- B	614	323		12	7	102	65	112	2		
144	22	SEC	190	179		•				The same	The same	12-67	
	JE 1965	MF A		-	549	•	- 11	439	371	228	414	194	-
0277	*	- B		1592	14.5×	24	63	43	68	21	84	50	
	9681636	C	1082	831					14 75 12 14	WES	1980	LONG.	1 .
	27	F A			*396			134	104	100	93	3	-
PELL		В		630 377	017	10	1.4	1	6	MET.	19		
29		185 C											

Country	Year	veau	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe Level/Niveau	Simplesta	Lettres	pulses.	Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	elecul	Non spécifié
ITALY	1900		0.50	14.77	464	540	4957	168	2661	2295	3476	571	YANGET
		C	21269	3623	508	1-1	1418	-	2001	1144	3470	-	11
		F A	259		221			32		100		-	
		В	6016	2911	350	175	777	425	1220	10	739	11	
• 1		C	(407)	-				46.	7744	3400	21.4		•
	1905	MF A	980		850			142		1113200	6 54	C-075	
		E	28340	6689	965	760	4599	4530	5730	2790	3586	601	86
		C	30000			***			12.00	- COMPANY	1300		•
		F A	483	-	450			27		4.4	A	-	
		B	10227	5251	695	254	808	840	1580	17	757	14	5
		C			-		•		1	(*) 2	20.0	•	
	1970	MF A	1148	-	1014	-	-	134		70-05	The second second second	Water to	
		- B	59913	19464	3614	2220	5924	9016	7562	5249	5935	786	143
		¢									-		
		F A	558		530			55	**	Spool.	4333	- m	-
		C	25846	14552	2710	724	1017	5500	3320	33	1227	27	28
MALTA	1905	MF A	214	_	200		-	2		12	3.00	5077	de halle
		у В	52	29	2 1	-	2		4	0	11		•
		C	5	4			-		1		31.4		-
		F A	135		135		100					CONT :	
		В	12	6		- X-			1	-	5	-	
		С			-			100	1000		277		
8-	1909		296		191		-	12		93	100	17 YE	•
		В	115	66			17	11	5	16	835-	1114	
		c	9	4	-	•	•	•	,		355		-
		F A	726	- ·	120		100		(A.		A		•
		B	17	13				3	1		211	-	
		C	1	-	-	-							
NETHERLA	ANDS 1965	MF A	18910		9155	400		1455		6858	100	420	624
	123	В	5346	850	390	100		175	258	699	1811	237	868
		C	3911	663	44	•	411	567	522	854	650	202	- 4.
		F. A	5359		3898	167	4-	1076		201	1.14	3	14
		В	1570	270	141	28	-	5	28	30			868
		C	>53	174	14	•	84	45	59	5	132	22	
	19/1		20/52	-	10287	1109	-	3118		5405		530	303
		В	48/5	*1400	*73U	*265	4344	*330	*350	+644	4770	704	1156
		C	8974	1313	171	-	1216	1597	1289	1660	1332	396	
		F A	7571		4644	371	100	1589	-	671	1. 2	19	277
		В	2055	*466	*240	100	248	*20	*55	*20			1154
		C	1327	418	80		248	155	130	25	223	48	

Country Pays	Year	Sex/Sexe	Level/Niveau	Total	Humanities Lettres	Education	Fine arts Beaux arts	Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et naturelles	Engineering Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture	Not specifie Non spécifié
										16.1				
NORWAY	1900	MF	Α			7.0	•		60	85	024	4-17	SOFT S	BIAR
al Period			B	960	113	225.54	27	83	8	80	254	295	100	
			С	,00										- 1
		FF.			5.0	1 1 100	KANA	10020	2	10	- Veen			
			C	123	23	25 10	5	7	1	700	1	75	4	-
				7.0								0.000	eakt •	
	1905		B	005	232	17 Sec.	100.0000	10000	186	187	*200	7.9-		
			C	1422	240	14	65	106	35	221	359	250	134	
			Δ.	-								A		-
		E	В	1/8	130	11.00	1.50	- 125	6	19	11	52	- 1	
			C	165	59	1	7	12	3	1786	11			
	1970	MF	Α				•	•	• 4			A. IN	4981 -	-
				1488	740	44 4	78	225	108	389 293	627	382	180	
			C	2250	335	2200	7000							
		F	A			•	•	**	26	55	To the Land	4.50		
			C	219	302 88	4 001	11	33	11	24	16	82	10	•
				13003										
Delane	4	ME		12128		6816		1.00	568	•	1367	3113	264	LAS-BAS
POLAND	3,1901	111	6	111	1,1842	0.60	*** 1881	111	. ! ! !	1027	4212	3206	1634	6840
			C	21205	1188	661	835	514	1088	1027				
		+	A	7462		3796		1853	419	- 9	280	2921	46	
			8		144	243	349	208	505	578	830	2071	594	1484
			C	7601	689	243	347	200			2870	4375	503	
	41400	MF	A	34407		25590	• #	- U8.74	1323	· erac	2870	111	111	
40			5	111	1 111 175	3027	955	1571	4936	1992	7763	3277	3105	•
			c	29000	2376				1055		871	4115	161	
	3	F		24865		18665	***	9810			\$205	2023	919	***
				10362	1440	1558	412	565	1500	1117	828	2023	717	7
				347					54.53				UX 97	100,00
	4970	ME	100	38521	7491	18710	20	- 5/4	6008	- 5044	7005	6162	2155	
	SELACE	rer	В	13184		500	•	•	3423		1002			
				37112	3938	3565	1255	2206	5312	The second secon	2768	5868	2919	
		F	C	29481		15454	12 (5)	100	1500	1000	840		934	
			B	3/24	76	374				2162	2169	2820	1187	. **
			C	17456	2645	2000	609	967	2597	2462	2107	4.58	DARF . CH.	MARKET DUE
					70.44	Trains.				1881	17501	3,40	toc	
ROMANIA	1960	NE	A	276819	100000	• 10	Ø#€#2	893	967	879	2750	1796	1263	
			B	10296	1119	275	354	073			1155		\$301 P	
	54 19		C	1070856	21952	477884			100	200	Willia	1500	1129	-
			A	12 4 45	11/1/25	152	145	226	233	476	586	862	315	
			C	3054	659	1,52			•	1	200		Sant of	
			STE	arriges.			343			- 115	1000		4449	-
	190:	MF	A	19840	1903	4625	664	364	1321	2027	6008	1460	1468	-
			C	-	-	•	•							
		ru I			1,01						1175	751	279	
		۲		7/86	1082	2561	268	106	453	1111	11.72			•
			C	-	•	THE REAL PROPERTY.			1340		100	11/2	100	
	107			27-33	100		100	. 286	3693	2016	8121	1566	2035	-
	1771	e ere	B	28179	5197	>560	705	1286		•	•			-
			C	•										-
		F	A				344	262	1705	1158	2102	995	505	•
				12559	2035	3455		•	-	•	•		•	-
			C	-										

Country	Year	Sex/Sexe	Level/Niveau	Total	Humanitie Lettres	s Education	Fine arts Beaux arts	Law Droit	Social sciences Sciences sociales	Natural sciences Sciences exactes et	Sciences de l'ingénieur	Medical sciences Sciences médicales	Agriculture	Not specific
		Se	e e		action				sociales	naturelles	1 ingenieur	medicales		
SPAIN	1900	MF					-						nger .	Ten a
	001		C	699	156	159	594	142	188	104	571	1500	34	:
	*	F	AB	1357	409	92	339	60	16	169	-100	271	1	:
			C .	134	68	•		6	6	22	-017	31	1	•
	1905	mr	BC	8004	962	92	658	1161	502	1005	1200	2264	174	
		F	A									1.0	-	
	7		C	1790	38	60	249	151	76	218	2000	433	2	:
	1909	MF	A B	12240	1863	395	457	1285	964	1787	1725	3188	576	- 1
-			C	+540 50	+110	50.7	255	*55	*50	*165	0005	*180	*10	•
		F	A B C	3397	1168	271	145	215	168	595	11666	799	27	
				*1112	****			***	• 1	*33		*35		
MEDEN	1960	MF	B	2837 4383	1757	1474	154	195	440	546	*160 698	944	105	9661
		F	C .	519		995	• 275	12828	12		-10AY		22	
		1	ABC	1563	836	32	*75 *30	16	106	151	15 55	112	3	
	1966	MF	A	5180		3444	*180		49	¢5 • v	181	1263	e00763-	
3"	Mile.		C	7423 893	1816	er alle	145	7 5	1907		130	732 133	148	
	707	F	AB	3731	1107	2893	*110 48	63	45	382	62	679	17	:
	ZY8		C	108	45	##		-217	19	31	45000	7	2	
	1970	MF	B	5999 17708 1440		2332		558	179 6251 269	1941	237 1704 244	1696 1041 174	159	
		F	A	4327	- 07	330/		- 6411	84	c - New	-5745	862	14	
			C	7130 275	73	1127	-	123	80	572	129	331 19	26	(4)
WITZERLAND	1960	MF	A	erit a	3.0	1005		403	-000	4790	See Seas	7 3	120	123
	EAST		C	1732	132	8 112	77	165	270	250	414	392	32	VERNIN
	1965	MF	В	2316	203		42	246	485	371	529	398	42	
	Č76				117	4 "" EES	1.055	80	119	259	26	4411	18	•
	1970		ABC	4063	-		115	442	1006	740	550	572	83	
			041		244	32 4251	2 000	145	152	329	91-		53	
								-				1		
	995					11 234	300	505			9872			
	203			Tara	1	05 2760	385	CUT	900	c Xue	9178			

7

Country	Year	rean	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année g	N/level/N	Iqto ta m	Lettres		Beaux arts	Lioit	Sciences sociales	Sciences exactes et	Sciences de l'ingénieur	Sciences médicales		Non spécifié
, 3 25910	afuse s	ue l'us	mai'b asin	par ton eco	to office	6Villar mel	10-11	attenden	naturelles	ZT.ZTYSYEDN	Ad Onlyano	e Annuality	
, alques	e taq ,	son?!	tin seet :	rollanfilma		nameřozus	bnog	port dorread	ones your	n to black ento branca	to the ex		
UNITED	1900 1	FA	p.lumitond	e (estence)	Links the d	a asserti		althought a	9847	L Defigion?	3601	821	
KINGDOM ⁷		B C	17/06	1137	310	1000	1612	6717 2225	3555	2358	1823	318	•
					Berlin Do	altimate I	45	atab • 150	ilaean.		Fest Herd		-
				4375		286	224	2442	2464	HE : 40	975	106	
		C	4250	290	2534	164	15	666	307	18		2100	
eco arrest	1970			inon 6 une	2295	1261	2054	10301	13271	8656	4701	937	
		C	24740	11624	7575	397	324	4472	4594	3419	1888	410	-
	- 1	F A		elaccie are			**					-	
	merilie.	В	16090	0204	1265	348	369	1227	548	150 71			-0
				544 no			37						
ENGLAND AND	1902	MF A	29771	10089	es ne retë celvin seu	overs see		943	1537	11202	reins unt		-
UALES		B	26947	7251				3710 947	1956	1244	1443	179	.8 •
0.000	light re	n ac	10564	e sediates	OF BOL TEO	Berrion				HIATI-TEGDAL	of final exc	S ZWEAT ERE	
07807390	1905	MF A	38/64	21161	98 THE R. P. LEWIS CO., LANS.		.,.	1951	8834	13450	2632	527	
eclaire. lettres			13561	ALCOHOLD TO THE REAL PROPERTY.	The Table	189401642	Tarana da	1951	2810	525	1751	204	
			50/42	asonaloa s	OR OF STREET	cab al de	eld	3698	2887	11911	•		100
	1700	B	45051	10734		111		11403	11775	7446	3135 1688	327	
		С	20199	9292	•••	***	•••	3417	3070				
			0.4		on or grad			18	19	186		181	
NURTHERN	1905	MF A	1073	13 302	730	35	31	91	210	142	101	25	
INELAND		C	142	17	35	inhida by b	1000		45				
		F A	11	6	L STANGE.	•	:	21	51	7	32	2	
		B	792	160	10	20	7		3	554	3		•
								72	60	196	18	9	
	19/0	MF A	2286	571	779	29	55	183	361	179	104	17	
		C	539	38	261	55	15	42					
		FA	13	7			9	41	112	1	32	3 2	
		8 0		329	149	2		19	13		3	4	
			171										
YUGUŞLAVIA	1901	ME A	9984	139	2590	-	1508	2235	739	2438 2429	1725	851 1592	
- SAAA PAATA	1701	В	12923	1810	90	734	1902	1902	81	34	41	80	
		C		46			192	553	,	223	172	132	Sets Co.
		FA		1083	1164	249	390	393	368	256	509	162	:
		B C		14	2	•	5	5	27	•			
	1905	MF A	15900	319	4730	273	1658	4364	140	3150 2821	1983	708	
	1,,0,	B	12778	1388	221	748	1363	2412 82	714	73	81	97	•
		C	594	82				1280	59	326	332	48	
		FA	4/81	177 856	2100	110	343	558	267	422	878 28	154	:
		B		32	i	11	2	-8	34	6			
	# EL # 11			35	8845	130	1108	3398	120	2512 3384	800 2076	399 991	:
	19/0	MF A		1745	340	681	1768	2320	1127	180	146	140	
		C	1041	94	,	45			55	307	577	61	
		FA		18	4884	459	328 545	1360	548	443	1015	188	•
To facilitat in French i		В	5135	1086		22	9	15	60	25	56	15	-

- 1. Universities and equivalent institutions only.
- 2. Data refer only to the principal degrees and diplomas awarded by universities and the schools of engineers.

 The distribution by field of study does not correspond exactly with the standard classification used i.e. social sciences are included in part with humanities and in part (economics) with law.
- Including West Berlin.
 Architecture is included with engineering; data referring to other degrees in fine arts are not available.
- 4. Awards at level B are included with level C.
- 5. Architecture is included with engineering.
- Education is included in part with humanities and in part with natural sciences.
- Data refer to degrees and diplomas awarded by the universities only.
- 8. Data refer to all degrees and diplomas awarded by universities and teacher-training colleges, but only to the more important awards made by establishments of further education.
 Education and fine arts are included with humanities and law is included with social sciences.

- 1. Universités et établissements équivalents seulement.
- Il s'agit des principaux grades et diplômes délivrés par les universités et par les écoles d'ingénieur seulement. La répartition par branches d'études ne correspond pas exactement à la classification type utilisée, par exemple, les sciences sociales sont classées en partie avec les lettres et en partie (sciences économiques) avec le droit.
- Y compris Berlin Ouest.
 L'architecture est classée avec les sciences de l'ingénieur;
 les autres diplômes en beaux-arts ne sont pas recensés.
- 4. Les diplômes de niveau B sont classés avec les diplômes de niveau C.
- 5. L'architecture est classée avec les sciences de l'ingénieur.
- 6. L'éducation est classée en partie avec les lettres et en partie avec les sciences exactes et naturelles.

AF

- Les données se réfèrent aux grades et diplômes décernés par les universités seulement.
 - Les données se rapportent à tous les grades et diplômes délivrés par les universités et les écoles normales supérieures mais seulement aux diplômes les plus importants conférés par les établissements d'enseignement postscolaire. L'éducation et les beaux-arts sont classés avec les lettres et le droit avec les sciences sociales.

STATISTICAL TABLES/TABLEAUX STATISTIOUES

6. OCEANIA/OCEANIE

		CUENC DINNEY CANNOT EVONE OFFICE VOUS	pag
(5.1	Teachers and students by type of institution Personnel enseignant et étudiants par types d'établissement.	250
(5.2	Distribution of students by field of study Répartition des étudiants par branches d'études	251
(5.3	Distribution of graduates by field of study Répartition des diplômés par branches d'études	252
(5.4	Distribution of graduates by level of degree or diploma Répartition des diplômés selon le niveau du diplôme obtenu	253
(5.5	Distribution of graduates by level of degree or diploma and by field of study Répartition des diplômés selon le niveau du diplôme obtenu	254
16		et par branches d'études	20

NOTE

To facilitate the presentation of the tables the names of countries and territories have been given in English only. The English equivalent for the names in French may be found in the following list.

En vue de faciliter la présentation des tableaux, les noms des pays et territoires ont été donnés en anglais seulement. Il sera néanmoins aisé de trouver l'équivalent anglais des noms en français en se servant de la liste ci-après:

Australie/Australia - Fidji (Iles)/Fiji Islands - Guam/Guam - Nouvelle-Calédonie/New Caledonia - Nouvelle Zélande/New Zealand -Papua Nouvelle Guinée/Papua New Guinea - Samoa Occidental/Western Samoa

Table/Tableau 6.1 Teachers and students by type of institution

Personnel enseignant et étudiants par types d'établissement

Country		Year		Total	Ollive	rsities and alent institutions		niversity r training		r non-university utions
Pays		Année			Unive	rsités, et établis-		nement normal		es établissement
			MF	F	semen	rts équivalents	non un	niversitaire F	non t	iniversitaires
							IVIF	-	MF	F
AUSTRALIA	TEACHERS				3495	*415		***		
		1905	***	***	5104	640	***			
		1907			6044	729 817				
		1908	***		6487	798	***			***
		1409			7018	920	:::			***
		1970	***	***	7367	1002			:::	
	STUDENTS	1960	88207	22900	53780	12395	10827	7415	*21600	*3100
		1905	131703	38754	63320	22035	15919	11519	52464	*5200
		1906	145091	45269	91291	24969	16300	11800	37500	6500
		1968	153280	45200	95380	26400	16500	11900	41400	6900
		1909	164659	48917 52673	101537	29067 31840	16298	12448	46693	7402
		1470	179664	58771	116778	34931	21775	16274	35455 41111	6293 7566
FT.II TOLAUNG	0200000	02	Albert 125 and						71111	1200
FINI ISLANDS	STUDENTS	1968	160	***	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		autosan,			
		1970	259 442	119						
C19	128		salura	Th zondannes						
GUAM	TEACHERS	1961	43	12	43	12	- ALLEGON	1 .		-
		1965	*110	burra les bla	+110	Dies level	mdhdfid	157 -	-	-
		1970	*125	To and the	+125		All Samo			
	STUDENTS	1901	871	402	871	402	tudenski)	2.3 .		-
		1965	1624	584	1624	584	ale and		-	
		1906	1476	590	1476	590	INDADION	-		-
		1967	1597	718	1597	718	Distribut	20.		-
		1969	2125	957	2012	838 957	blad wd		-	-
		19/0	2719	1298	2719	1298	District Co.			:
IEW CALEDONIA	FEAGUSIA	****	ANDRESS AND	S STREET, THE SALE			Rebaum			
IN AUPTOUIT	TEACHERS	1905	13	****	sebu	19 p saueus	et par bo		13	•••
		1970	32	3					10	1 3
									32	3
	STUDENTS	1965								
	STORENIS	1968	63	17					45	17
		1970	101	***					63	
E									101	***
IEN ZEALAND	TEACHERS	1960	1486	338	1056	238	260	90	*170	*10
		1906	3002	301	1857	159	357	110	491	32
		1907	3387	441	1997	221	427	126	578	39
		1968	3586	411	2408	265	426	126	633	50
		1969	3911	501	2595	288	512	123	721 804	54 78
		1970	4342	589	2907	360	576	140	859	83
	STUDENTS	1400	35851	9616	15809	3877	4042	20.70		
		1965	5/326	14563	22145	5956	5019	2939 5793	*16000 30162	*2800 4814
		1966	64073	16108	24302	6729	5251	4005	34520	5374
		1967	66977 73538	17291	26313	7523	5399	4131	35265	5637
		1969	81016	19434	28821 31494	8379	6369	4794	58148	6261
		1970	84858	22839	34446	10664	7223	5392	42299	7449
ADUA NEW CHANGE						1000	7908	6010	42504	6165
APUA NEW GUINEA		1966	58	7						
		1967	405	31						
		1909	595	63 89						
		1970	1032	165						
STERN SAMUA	STUDENTS.	1444	0							
A LAW SUITON	The state of the s	1967	56	and over-en	orinat len as	antimos je sau	uzo ede zelo	at sitt to no	21	taillest :
		1968	70	3				kwollet-oft	56	Preside may
roymout sh hata anioromic		1469	117	ob ses line as	OLOGERATOR BY	a nount des pa	of surgestions	raigh modern	70	3

Austrolle: Australia - Fidil (Res)/Fiji Islands - Gaam/Guam - Nouvolle/Lijótonie/New Caledonia - Nouvolle Zelande New Zealand Papua Nouvolle Guines/Papua New Guines - Samos Occidental/Western Samos

Table/ī ableau 6.2 Distribution of students by field of study

Répartition des étudiants par branches d'études

Country	Year	Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	Medical sciences	Agri- culture	Not specified
Pays Manual Pays	Année	Sexe		Lettres (5)		Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales	a simis	Non spécifié
	0.64		13312 72007	and the same	1				A	***	0700	2700	The same of
AUSTRALIA	1900	MF	37945	17100	16500	3900	2645	10400	1700	16400	9200 2600	100	1012.814
		150	55400	6700	8800	1200	302	1300 25300	13800	23900	10700	4100	200
	1905	MF	139000	26300	22100	6500	4100 500	4100	2700	400	3200	300	-00
	1900	ME	145000	31400	23200	6900	4600	21700	16100	25000	11400	4500	200
	1900	1		15100	14500	2000	500	3600	3300	400	3600	300	20
	1907	MF	153000	33200	25300	8100	4900	24900	17700		11600	4100	
	1907		45200	15800	14500	800	500	6000	3600	400	3300	300	
	1968		164528	3/883	22949	9239	4460	25583	24736	20708	11190	4065	3715
202	780	160	48917	18260	15263	3133	594	3192	3990	317	3269	384	515
	1969	HE	166128	35900	28180	6481	5493	24974	24048	20066	12342	4612	4024
	1,0,	F	53129	10207	18408	1836	727	3566	4730	100	3910	457	1182
	19/0	MF	180918	36158	3260/	7267	5862	28779	25027	21754	12844	4803	3817
		F	59156	19655	21094	2000	855	4188	5033	161	4472	487	1211
0 .				200	05			5×			14		
NEW CALEDONIA	1962	MF	35	8			35		- N-		•	-	
HEN AUTEROUSE	1905		45	1 1 5	04 25		45	0.	4.	0.W	-11	47.61.	
		F	17	3.	2 × 6 × 5	TO	17	3/1	4.	NA.			•
	1968	MF	63	• 75			,62	1	2 75 77		205		
	1970	MF	101	9		4	85	1,,,	-	7	I A A I		
	15		er sor	2500	3 2 3 1	A PER SE		100				Days.	Annahara Kar
NEW ZEALAND	1900		21827	5484	4183	782	1082	2434	2355	3118	1512	877	
NEM SENTUND	1700	F	6868	2465	2966	301	43	78	623	0.00	361	30	OW STATE
	1965	ME	31964	7866	5948	1134	1457	3127	3939	5673	1821	960	39
	1903	111	10949	3886	4538	242	70	527	1040	101	482	51	12
13 2	1966	ME	43804	8715	5590	953	1602	9446	4873	7632	2250	2390	353
	5		12147	4427	4026	262	88	1538	1004	131	459	107	105
Eb 8	1967	MF	47516	9780	5864	1130	1772	10907	6517	7314	1351	2537	193
		F	13884	4969	4431	351	118	1665	1399	7868	1579	2559	348
	1908	ME	50433	10977	6931	1083	1950	10908	6230	1000	1517	AND 0	
	0.6	- 2	230 25	190	46.9	602	008	1569	1259	141	561	58	46
	\$	F	14827	5586	5137	321	143		7225	8010	1696	3099	657
	1909	MF	56353	11223	1740	2450	192	12091	1527	137	719	150	37
	8	F	16979	5627	5720	930	1543	4659	5886	3360	1376	2192	787
	19/0	MF	43540	12948	9868	921	158	666	1131	269	269	129	308
		F	17064	6749	7099	286	120		CONTRACTOR OF THE	ertell to			
			in manher of		at large of							21	
WESTERN SAMUA			21			BENEVILLE.			ATAMS TOTAL			*28	
	1967		56	28 25					August .			45	
	1968		70 117	74	Ball of Park							43	•
													3000000

NOTES

- 1. Social sciences and law are counted together.
- 2. The data presented here are not strictly comparable for the following reasons:

1960 and 1965: data refer to all students enrolled at universities and teacher-training colleges and to full-time students enrolled at the Technical institutes. It should be noted that full-time students represent less than 5% of the total enrolment at the Technical institutes (see table 6.2, other non-university institutions);

1966 to 1969: data refer to all students enrolled at universities and teacher-training colleges and to 40% of total enrolment at the Technical institutes.

1970: Universities and teacher-training colleges.

- 1. Les sciences sociales et le droit sont classés ensemble.
 - Les données ici présentées ne sont pas strictement comparables pour les raisons suivantes:

1960 et 1965: les données se réfèrent à tous les étudiants inscrits dans les universités et écoles normales supérieures et aux étudiants inscrits à plein temps dans les "technical institutes". Il faut noter que les étudiants à plein temps représentent moins de 5% du total des effectifs inscrits dans les "technical institutes" (voir tableau 6.2, autres établissements non universitaires)

1966 à 1969: les données se réfèrent à tous les étudiants inscrits dans les universités et écoles normales supérieures et à environ 40% des effectifs inscrits dans les "technical institutes".

1970: Universités et écoles normales supérieures seulement.

Table/Tableau 6.3 Distribution of graduates by field of study

Répartition des diplômes par branches d'études

		Sex	Total	Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineer- ing	sciences	Agri- culture	Not specified
Pays	Année	Sexe	Science Science on the science of th	Lettres	(A 500 PS) (A 500 PS) (A 500 PS)	Beaux-arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
	1961	ME	14255	2015	6900	114	275	629	1237	1605	1143	619	
AUSTRALIA	1901		6140	803	4515	31	29	87	241	15	385	28	- VITERIE
	1965	F110703	25343	3833	9055	604	445	1818	2368	2564	1916	740	
	1703	M.F.	9470	1820	5791	154	57	*320	470	43	772	29	
	1900		25070	4462	9110	650	540	2160	2640	2674	2055	773	
	1700	FORMS	10561	2270	6303	174	80	*350	549	22	777	38	100
	1900		27/05	5364	10345	620	563	2323	3179	2569	1952	790	
	1969		32144	5653	14692	797	734	2751	3809	2959	2184	863	302
	1703	FORE	14000	2915	8559	241	67	456	799	9	852	52	100
							20.00	14653				0.00	
315	1910	MF	32015	5443	12240	901	769	3091	5865	5129	2179	889	305
		F	13540	2722	8170	258	87	511	747	8	868	69	100
Sand													
GUAM	1905	ME		8	14	2.00		7	20000				
a Unit	1,02	F	16	6	10					-	-	-	
	1909	MF	127	9	78	2	-	20	14		-		6
		F	73	- 6	40	-1		9	9	62		Saur to	Street of Links and
	19/0	MF	178	4	91	5		46	7	Ca.		EDVT .	19
		F	100	3	76	1		13	2	-	-		9
NEW ZEALAND	1960	MF	1956	578	36	11	111	93	411	164	259	214	13
N 31.03 - 70		F	555	257	11	55	3	9	125	-	82	12	3
0.57	1904	MF	2008	986	43	156	143	236	579	202	186	254	33
	0.5	F	100	431	41	34	5	49	110	100 p.	17	9	3
	1905	MF	37/6	1107	69	114	149	276	660	225	173	347	56
		F. Sale	141	517	29	21	2	66	139	17480	9	,	1
	1400	MF	3507	1270	65	103	181	344	691	276	206	354	57
	191	F	684	570	35	34	12	59	129	11/25	17	20	63
2.02 2.02	1901	MF	4040	1480	82	129	178	350	811	281	218	448	0.3
		F	1082	713,	30	24	10	71	185	2005	20	20	3
	1900		4072	1605	133	156	200	456	941	336	252	502	89
	1	Cor	1454	800	60	41	7	94	189	3	26	22	6
	1909	ME	21/0	1798	174	145	277	511	940	365	275	608	79
	0.27	F2 8 9	1361	858	96	41	16	105	195	3	37	21	9
	5043	816		4856	97.54	1565	157	505×	84 857	1540		over	
	VET												
	15		100		W. 1						9.0		

NOTE

malon continuentes some claim à considerant mand afficant attionts one labor at 40 ga uneigns rior) "margificat Lectures" and

^{1.} Universities only.

^{1.} Universités seulement.

Table/Tableau 6.4 Distribution of graduates by level of degree or diploma and appropriate and applications of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates by level of degree or diploma and application of graduates and application of graduates by level of degree or diploma and application of graduates Répartition des diplômés selon le niveau du diplôme obtenu

- A Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire
- B First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents
- C Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

Country	Year	Engineering		Total number of gra				Female graduate Diplômés du sex	
Pays	Année			Nombre total des di			A	Diplomes du sex	C
	palpolishm	waisigo?"	in as and	new B	С				
1				13522	1013			5870	270
AUSTRALIA	1961			21045	2298			8764	708
	1905		-	22614	2456		#82e .	9715	848
	1906		Shanar .		3185		415		6707
	1968		-900	24520	3591			12723	1353
	1969			29153				12085	1455
	1970			28940	3875		Vilse	3.075	
			955						
					*			16	
GUAM	1905			21	A.			22	
ann.	1966		4	42			2	35	WORK 3
	1967		6.835 W	81	3		70	48	1
	1968		21	88	25		50	56	17
			3	79	45			58	53
	1969		18	91	63	N	9	20	Towns III
	1970								
							386		65
_ 2	er.		236	1391	329		38	432	129
NEW ZEALAND	1900		385	2121	670		78	584	
	1965			2404	799		77	640	167
	1966		364	2706	880		88	793	201
	1907		454	3150	1050		86	966	202
	1968		472		1061		90	1070	221
	1969		>63	3552	1001				

NOTES

- Data referring to diplomas at level B include a certain number of diplomas at level A. 1.
- Universities only. 2.

- Les données concernant les diplômes de niveau B comprennent un certain nombre de diplômes de niveau A.
- Universités seulement. 2.

Table/Tableau 6.5 Distribution of graduates by level of degree or diploma and by field of study
Répartition des diplômes selon le niveau du diplôme obtenu et par branches d'études

A - Diplomas not equivalent to a first university degree/Diplômes n'équivalant pas à un premier grade universitaire

B - First university degrees or equivalent qualifications/Premiers grades universitaires ou diplômes équivalents

C – Post-graduate university degrees or equivalent qualifications/Grades universitaires supérieurs ou diplômes équivalents

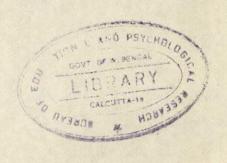
Country	Year	9	reau	Tota	I Humanities	Education	Fine arts	Law	Social	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pays	Année	Sex/Sexe	Level/Niveau		Lettres 0		Beaux arts	Droit	Sciences sociales	Sciences exactes et naturelles	Sciences de l'ingénieur	Sciences médicales		Non spécifié
	1941			310	THE RESERVE					14.4	1999	385	23	
					0780			5702			6306	107011	TALLER	TRUA
AUSTRALIA"	1961	MF		-	4030	0850	109	275	618	1028	1512	1074	581	
				013	1939	514	107	4885	USC 11	209	93	69	38	
			Etel		4444	4.123				W 3119		119941		
		F	A	-	Z8025	-	- W.	2782 .	Callas .	220	15	378	27	
				870 270	794	4289	31	29	87	27		7	1	
					07			A 1000	15	F 3755		21.6941		
	1905	MF				7926	642	435	1746	1980	2335	1804	661	
				248	3616	1129	542	10	72	388	229	112	79	
			-	270	ac .			24	81					
		F	A	-	02.		•	44	19	- T		750	2.4	
				762	1748	5242	149	56	314	430	41	758	24	
			C	708	72	555		TAT	1.45.1	065	3		ORRIGIS	
	1970	MF			400			6.19 ·	1875	484		4997	244	705
				875	5035 408	1955	829	741	2889	5176	2870	2042	766 123	305
			503	013	400	1733	, ,	0.601	4274	234	The same of	11087	111	
		. F	A	-		59.		7007 -	255F .	Eat .	-	10.0		***
				085	2535	7054	247	84	487	655	8	854	61	100
			C 1	455	187	1116	11	3	24		225		147	
GUAM	1970	MF		18						A AND THE	ZTA	706		18
			C	63	2 2	45	3		36 10	4 3			21 .	
					Strategy and the strate									
		F	A	9						1200	•	50.		9
			B	58	2	43 29	1	100 PM	11 2	1	735	805	107	
				33				12.2		1000	500	755	3 4 3 4	
2													21	
NEW ZEALAND	1900	MF		236	446	20	28	107	17	327	123	243	3301145	
			C	329	132	mon 16 1	4	a ob.4	8	84	12	16	40	13
	Mand Las			0 0							AL BUTTER	carbain n		
		F	A B	432	213	2 9	26	3	1	115			8	3 122-1
			C	65	44	2			4	10	.Time sal:	PROTOS 2	.5	3
							***						0.00	
	1965	MF		121	822	29	69	135	170	507	10	147	237 74	
				070	285	40	5	14	37	153	18	26	36	56
													4	
		F	A	78	421	17	15	2	57	119	•	9	6	
				129	96	14		-		20			-	1
	1909	MF		563	4 3 5 0	112	67	261	71	717	32	407	409	
				061	1359 439	112	21	261	361 79	732	311	194	155	79
			, ,		457					617		01		
		+	A	90		-	22		55	-		-	13	
				221	709	10	1/2	15	35 15	166	3	32	7	9
					147	10			13	27		5	1	

NOTES

- Data referring to diplomas at level B include a certain number of diplomas at level A.
- 2. Universities only.

- 1. Les données concernant les diplômes de niveau B comprennent un certain nombre de diplômes de niveau A.
- 2. Universités seulement.





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